



# Physical Education Policy

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<b>EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR PHYSICAL EDUCATION POLICY</b>		
Staff / Committee involved in development:	Teaching and Learning Committee; Headteacher	
For use by:	Staff, Governors and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:	Computing Policy Science Policy Teaching, Learning and Assessment Policy	
<b>Equality Impact Assessment:</b> Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	Yes	Should a child have a type of physical disability, teachers will adjust planning
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious and Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
<b>Reviewed by</b>	Teaching and Learning	

Farndon Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education 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

### **Substantive and disciplinary knowledge in PE**

Substantive knowledge in PE is based on the deliberate practice and development of the fundamental skills that can be used in a variety of disciplines, sports and games:

#### **Locomotor and non-locomotor:**

Rolling; Balancing; Sliding; Jogging; Running; Leaping; Jumping; Hopping; Dodging; Galloping; and Skipping.

#### **Object Control Skills:**

Bouncing; Throwing; Catching; Kicking; Striking

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions.

## **Implementation Statement**

P.E. is taught at Farndon Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a **minimum** of one PE session a week lasting 1 hour, and two sessions per week wherever possible with the second session considered a “mini” session that could be OAA, Dance or Swimming. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics, athletics and outdoor and adventurous activity progressively. We follow the medium term planning taken from Sportscape.

The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- ❖ 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.
- ❖ Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- ❖ Apply and develop a broad range of fundamental skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- ❖ Enjoy communicating, collaborating and competing with each other.

- ❖ Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport.

An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

## Impact Statement

The children complete each Milestone with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and is on course to achieve the Silver Mark in recognition of its PE provision and children's access to competitive sports. The impact of the school's work with external agencies also demonstrates the positive impact of the PE curriculum.

## Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning with Phase leaders, this ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

### Typical Lesson Structure:

Lessons begin with a clear focus on the learning intention of the session and the fundamental skills being covered.

- ❖ Lessons then commence with a warm-up to prepare pupils physically for exercise
- ❖ Direct teaching of knowledge and fundamental skills precedes subsequent skills practice by the pupils, under the supervision of the teacher. Pupils are given time to acquire this skill, practice individually when stationary and then on the move
- ❖ The main activity provides an opportunity for children to independently and co-operatively practice the fundamental skill(s) when under pressure and then in context of a small game situation.
- ❖ There may then be a celebration and sharing of individual achievements and concluding with a 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- ❖ Finally, lessons end with a closure discussion linking directly back to the learning intention at the beginning, the key vocab and fundamental skills. This is an opportunity for children to reflect on their learning and progress and for the key knowledge to be assimilated into their long-term memory.

## Curriculum planning and Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Farndon Primary School does however acknowledge the DfE recommendation of up to 2 hours per week. Therefore, pupils have access to a minimum of one **main** P.E. lesson a week of up to an hour and across the year, additional lessons such as dance, OAA and swimming are included and blocked as a second session.

## Swimming Provision

At Farndon Primary School, children have access to a swimming pool on site for a two weekly block. Year 5 and 6 children are assessed against the National Curriculum standards and those not meeting the standard have a lesson everyday for 2 weeks. Year 3 and 4 pupils have a lessons every other day for 2 weeks. Infant pupils are given the opportunity to book swimming lessons as part of an after-school club.

Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course, along with staff who receive appropriate training.

### Swimming and water safety:

Pupils are taught to:

- ❖ Swim competently, confidently and proficiently over a distance of at least 25 metres.
- ❖ Use a range of strokes proficiently and effectively.
- ❖ Perform safe self-rescue in different water-based situations.

## Extra-Curricular Activities

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. For example, Sportscape coaches, who teach some of our PE curriculum, deliver a yearly programme of morning and after school sports clubs. We also use other providers for Dance such as House of Dance and martial arts, archery and fencing.

## Early Years

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- ❖ **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- ❖ **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practice movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in the EYFS also work with a Sportscape coaches each week and follow their medium term planning.

## Key Stage 1 (Milestone 1)

Children 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.

Children are taught to:

- ❖ Master basic movements including running, jumping, throwing and catching (athletics), 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.
- ❖ Engage in outdoor adventure activities which include team building, trails, problem solving and orienteering (following simple plans)

## Key Stage 2 (Milestone 2 and Milestone 3)

Children 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.

Children are 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.

## Spiritual, moral, social and cultural development

### Spiritual development:

During the range of activities that students can participate in, students can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students should be consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness to reflect on their own and others experiences.

### Examples of Spiritual lessons in Physical Education:

- Explore, creativity through producing Dance and Gymnastic routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Displaying emotions through their Dance and Gymnastics routines
- Using discovery style to allow students to have their own thoughts, ideas and concerns
- Questioning students throughout lessons – WHY, WHAT, WHERE and HOW
- Units of work focusing on Team building; Motivation, determination and character building

### Moral development:

PE in general teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students should abide by the rules and regulations, gaining a good understanding of rules of sport and the importance of infringements such as penalties and red cards allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives. The concepts of self-discipline to excel are essential. Students should be taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

### **Examples of Moral lessons in Physical Education:**

- Moral dilemmas investigate into issues in sport such as the use of performance enhancing drugs
- Promote fair play and team work in lessons
- Encourage good sportsmanship throughout
- Respect with equipment both when using it and when storing it
- Following instructions and decisions made by officials. Abiding by the rules, in all sporting situations.
- Respect for their facilities and the environment they are active in
- Listening to teacher and peer feedback on particular sporting skills
- Promote trust with peers through team building activities
- Using students as sports leaders/ambassadors
- Sports Relief participation

### **Social development:**

Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

### **Examples of Social lessons in Physical Education:**

- Creating a sense of community in lessons and clubs
- Interact with the community and primary schools through coaching
- Encourage students to recognise and respect social differences and similarities
- Celebrate sporting success both in and out of school
- Use of sports leaders running clubs and activities
- Encouraging the attendance to extracurricular activities
- Promoting team work; supporting one another to develop their skills in a cooperative situation.
- Providing peer mentoring through Sport's Captains and Sport Ambassadors.

### **Cultural development:**

Physical Education can encourage a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Examples of Cultural lessons in Physical Education:**

- Learning about the developments of sports in different countries
- Learning where different sports originate from and what the national sports of different countries are
- World Cups and Olympic games
- Exploring and respect a variety of different cultural dances
- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers in school



## **Progression and Continuity**

The school uses a variety of teaching and learning styles in Physical Education lessons. Our principal aim is to develop the children's knowledge, vocabulary, skills and understanding in a range of sports. We use a variety of teaching and learning styles in our Physical Education lessons. We believe in whole-class teaching methods and combine these with group work and individual practise. We encourage children to warm up and cool down appropriately. We offer them the opportunity to acquire a range of fundamental skills for the different sports and the opportunity to apply them in competitive situations. Finally, we enable students to use Physical Education as a way of promoting a healthy lifestyle, both physically and mentally.

Children take part in a range of competitive sports both within school and with other schools across the county. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults. The strategy used is the STEP model to ensure effective support and challenge for all of our pupils.

## **Progress and Achievement**

Children are monitored on a regular basis to check progress throughout a teaching unit. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer assessment – the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught. We also use fluent in five questioning that relates to the key vocab and sticky facts. Through these, both children and adults are able to recognise the progress being made.

## **Assessment and Recording**

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Farndon Primary is in accordance with the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress.

The Sports coaches record photographic evidence and assess each pupil for every unit taught. Staff then use these assessments to assess every pupil in each of the 5 areas (games / dance / gymnastics / OAA / athletics) throughout the year, which then provides a progress score and this translates to a summative development level: Below; Working towards; Expected Standard; Higher Standard.

## **Monitoring**

Monitoring takes place regularly through sampling children's work, teacher planning, lesson observations and pupil voice.

## **Equal Opportunity and Inclusion**

At the School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners. This is through using the STEP approach.



At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. Teachers have access to the free online resources and guidance, using the Sportscape materials which includes strategies, games, and to inform inclusion in line with best practice in their PE lessons.

## Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

- ❖ PE Kit: Children are encouraged to wear appropriate PE clothing. Black shorts/jogging bottoms, red t-shirts with school badge and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. In Early Years and Key Stage 1, children may wear all or part of their PE kit to school on PE days to make getting changed for PE easier. In KS2, children are encouraged to change into PE kit on PE days.
- ❖ Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants.
- ❖ Children are either bare-footed or wear pumps for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.
- ❖ Jewellery and hair: wearing jewellery is not allowed at Farndon Primary School. Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely.
- ❖ Weather: It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.
- ❖ Hygiene: Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.
- ❖ Staff dress: It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

## Planning and Resources

P.E. equipment is stored in storage units around the Junior block. They are organized into the different areas: Invasion games (basketball/netball); Invasion games (football/rugby); Hockey and Golf; Net and Wall; Striking and Fielding; Athletics; General PE. Equipment is regularly checked by the PE Leader to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered. The key knowledge and skills for each unit are mapped on the whole school progression map. This also indicates how cross curricular links are being utilised and how resources and local resources will be used. Knowledge and skills in PE are also informed by the Sportscape Medium term plans and supplemented by Val Sabin curriculum planning, which teachers also use to inform their lessons.

## Sport's Premium

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Farndon Primary School website under 'PE and Sport Premium', along with an impact statement.

## Role of Physical Education Leader:

### Training

- ❖ Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- ❖ Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- ❖ Seek further training and support from specialist teachers and coaches.
- ❖ Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

### Curriculum

- ❖ Oversee the teaching and learning in PE in line with the Milestone Knowledge mats.
- ❖ Timetable specialist teachers and coaches (liaising with Head Teacher).
- ❖ Ensure the PE curriculum resources available to teachers are of a good standard and a quantity
- ❖ Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

### Organisation

- ❖ Register the school for various borough sporting events.
- ❖ To report on school swimming attainment annually and record this online.
- ❖ Complete Risk Assessments for sporting events.
- ❖ Organise Sports Day(s) annually.
- ❖ Report to the Head Teacher and Governors on PE. Budgeting
- ❖ To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).
- ❖ To complete Link Governor report annually.

## Role of the Head Teacher:

- To lead, manage and monitor the implementation of the scheme of learning.
- With the Physical Education leader, keep the governing body informed about the progress of the subject and the scheme of work.
- Ensure that Physical Education remains a high-profile subject in the school's development work.

Last Updated: December 2023

Review date: December 2025

Signed:

# FARNDON'S CORNERSTONES TO LEARNING IN PE

## Setting the right culture

<i>Environment</i>	<i>Adults</i>	<i>Behaviour and Attitude</i>
<ul style="list-style-type: none"> <li>Ensure environment is a suitable and safe place and hazard free.</li> <li>Area is inspiring, set up before the session starts with high quality equipment.</li> <li>Good use of resources and class management with equipment ready before the sessions start.</li> <li>All children actively engaged in physical activity through the majority of the session.</li> <li>Pupils don't "pick" teams.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome at the class door.</li> <li>Model calm, controlled and caring behaviour.</li> <li>Good PE subject knowledge for the teaching of fundamental skills and disciplinary knowledge.</li> <li>At the point marking with verbal feedback given.</li> <li>Record evidence through observations and photographs and evidence on PE Passport</li> </ul>	<ul style="list-style-type: none"> <li>Closely follow 3 step processes.</li> <li>Constantly praise good behaviour and attitudes.</li> <li>Respond consistently to reward, set expectation and sanction.</li> <li>Plan for and encourage <b>collaborative learning</b>.</li> <li>Promote good learning attitudes: <b>work hard; push themselves; don't give up; concentrate</b>.</li> </ul>
<b>Engage</b> <i>Think</i>	<b>1</b>	Begin each theme retrieving from memory what they already know. At the start of each session, revisit previous substantive knowledge and concepts taught.
	<b>2</b>	Start each session with the <b>purpose</b> based on substantive and / or disciplinary knowledge. Give pupils the knowledge needed for the task. New knowledge broken down step by step to avoid cognitive overload. Finally, pupils then warm up to prepare their bodies and minds for the lesson.
<b>Develop</b> <i>Learn</i>	<b>3</b>	Teacher models. Use principle I do....We do... You do..... Show the skills and a <b>WAGOLL</b> . Teacher models " <b>how to think</b> " by thinking aloud and articulating their own thought processes (meta-cognitive modelling). Model appropriate skills pupils can use. This will help pupils to <b>imagine</b> and aspire to high standards in their learning when acquiring a new skill.
	<b>4</b>	Check for pupil understanding by asking <b>deeper questions</b> . Use <b>Q matrix</b> for retrieval of substantive knowledge. Use <b>Bloom's matrix</b> for enquiry type questioning that are more open.
	<b>5</b>	Provide <b>scaffolds</b> to either support pupils in their learning so that it is accessible such as the STEP model: Space; Time; Equipment; People. Check pupils' understanding through on the spot verbal <b>feedback</b> and whole class feedback. Teachers encourage pupils to develop skills stationary, then on the move and finally under pressure against a partner.
<b>Innovate</b> <i>Explore</i>	<b>6</b>	Embed knowledge through <b>independent practice</b> . Once new knowledge is embedded, look to <b>apply</b> through the disciplinary knowledge in a small game situation. Whilst working, support pupils to monitor their progress through mini plenaries, questioning and feedback; given time to make changes or use different strategies.

<b>Express</b> <i>Evaluate</i>	<b>7</b>	Lesson ends with pupils encouraged to <b>review</b> the effectiveness of their work. End each session with a review of the knowledge learnt that day. At the end of each theme, review the learning to show they know more and remember more and record on PE Passport.
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# Farndon Primary School

## Physical Education Two Year Rolling Programme

A	PE Passport Log in		<a href="https://app.primarypepassport.co.uk/#/">https://app.primarypepassport.co.uk/#/</a>		Email:	Password:
	Autumn		Spring		Summer	
Pre School	Locomotion 1	Fine Motor Skills 1	Gymnastics High and Low	Gymnastics: Travelling, Stopping and Making Shapes	Stability 1	Athletics 1  Dance: Toys
Reception	Locomotion 1	Invasion Games Skills 1	Gymnastics Bouncing, Jumping and Landing	Net and Wall Skills 1	Athletics 1	Striking and Fielding Skills 1  Dance: Jungle
Milestone 1	Invasion Games Skills 1	Fundamental Skills 2	Gymnastics Balance on Points and Patches	Net and Wall Games Skills 1	Athletics 1	Strike and Field Skills 1
		Target Skills 2		OAA		Dance Fire of London

<b>Milestone 2</b>	Invasion Games Tag Rugby	Invasion Games Hockey	Gymnastics Linking Movements Together	Net and Wall Games Tennis	Strike and Field Cricket	Athletics 1
		Personal Challenges		OAA	Swimming	Dance: Around the World
<b>Milestone 3</b>	Invasion Games Tag Rugby	Invasion Games Hockey	Gymnastics: Counter Balance and Counter Tension	Net and Wall Games Tennis	Strike and Field Cricket	Athletics
		OAA			Team Building and Problem Solving	Dance: Through the Ages



# Farndon Primary School

## Physical Education Two Year Rolling Programme

<b>B</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Pre School</b>	Locomotion 1	Fine Motor Skills 1	Gymnastics High and Low	Gymnastics: Travelling, Stopping and Making Shapes	Stability 1	Athletics 1  Dance: Toys
<b>Reception</b>	Locomotion 2	Invasion Games Skills 1	Gymnastics Bouncing, Jumping and Landing	Net and Wall Skills 1	Athletics 2	Striking and Fielding Skills 1  Dance: Jungle
<b>Milestone 1</b>	Invasion Games Skills 2	Fundamental Skills 3	Gymnastics: Walk narrow, curled, rolling and balancing	Net and Wall Games Skills 2	Athletics 2	Strike and Field Skills 2
		Target Skills 3		OAA		Dance: Pirates



<b>Milestone 2</b>	Invasion Games Football	Invasion Games Netball	Gymnastics: Arching and Bridges	Net and Wall Games Badminton	Athletics 1	Strike and Field Rounder
		Personal Challenges		OAA	Swimming	Dance: The Romans
<b>Milestone 3</b>	Invasion Games Football	Invasion Games Basketball	Gymnastics: Group Sequencing	Net and Wall Games Badminton	Athletics	Strike and Field Rounder
		Yoga		Health Related Fitness		Dance: The Vikings

