



#### **Intent Statement for PE**

At Silverhill, we are passionate about Physical Education and School Sport. Through our StrengthLab Superheroes fundamental movement scheme we aim for every child to develop strong fundamental movement skills that they can then apply to a variety of different sports and activities during their PE journey through the school. We believe that the gift of athleticism is something that all pupils can develop, and the intent of our curriculum is to challenge every pupil, from SEND physical disabilities to county level sports pupils. We aim to provide a broad and balanced curriculum across all year groups to help our pupils find the activity that appeals to them and help them to pursue an active lifestyle beyond their years at Silverhill. Our affiliation as a Derby County Community Trust Super School provides our pupils with the opportunity to compete in a variety of sporting ventures to further enhance their PE curriculum. This timetable is organised with the intent of providing our most talented pupils with a chance to shine whilst encouraging our less active pupils to try out less traditional sports and feel part of the sporting community at Silverhill. We know the importance that Physical Education can play in the health of our pupils, not only in terms of physical health but also mental health. We aim to develop confidence, self-esteem and team building skills alongside fitness, strength and a love of movement.

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	Physical						
	Development						
Games	Within Aut1 ensure	Net/Wall	Strike/Field	Year 3 Invasion	Year 4 Invasion	Year 5 Invasion	Year 6 Invasion
	confident in these	-To develop control	-Roll and stop a	-Recap on	(Football)	(Hockey)	(Netball)
	aspects:	and accuracy when	small ball with	fundamental	-Know how to	-Learn to hold the	-Learn the different
		sending and	control	movement skills	dribble using	stick correctly	types of passes used
	-Continue to	receiving	-Plan a simple	previously taught	different parts of	-Move the ball with	in Netball
	develop their	-Explore	fielding tactic	-Explore ways to	the foot	control using the	-Explore the areas of
	movement,	fundamental	-Throw and catch a	keep possession of	-Understand the	stick effectively	the court
	balancing, riding (scooters, trikes and	movement skills	ball with increasing	the ball	importance of space	-Learn techniques to	-Understand the
	bikes) and ball skills.	-Throw accurately at	control	-Develop passing	when dribbling	vary the speed of	footwork rule
	-Go up steps and	a range of targets	-Send a ball into a	and receiving skills	-Pass with accuracy	the ball	-Know the positions
	stairs, or climb up	over different	space	-Identify space when	when under	-Keep control of the	and roles of a high
	apparatus, using	distances	-Retrieve a ball and	playing a game	pressure	ball whilst changing	five netball team
	alternate feet.	-Develop throwing	send with accuracy	-Understand the	-Identify strengths	direction	-Apply Superheroes
	-Skip, hop, stand on	and catching skills	-Explore different	importance of	and weaknesses	-Pass accurately to a	moves to
	one leg and hold a	-Hold a racket using	ways of stopping a	teamwork	when passing	team member	appropriate
	pose for a game like	the correct	ball	-Explore how to get	-Know how to shoot	-Know when to pass	movements within a
	musical statues.	technique	-Develop hand eye	free from an	using the correct	the ball	game
	-Use large-muscle	-Send aa ball with	coordination skills	opponent	technique	-Tackle to gain	-Know different
	movements to wave	control using the	-Use and develop	-Begin to-	-Apply a range of	possession of the	ways of dodging and
	flags and streamers,	racket	simple tactics	communicate	strategies when	ball safely	how to use it
	paint and make	-Return a ball using	-Choose a range of	effectively with	playing in a game	-Dribble with the	effectively
	marksStart taking part in	different equipment	skills that suit the	team mates	-Identify the	ball to avoid being	-Apply attacking
	some group	-Develop partner	needs of the game	-Improve ability to	fundamental	tackled	skills to keep
	activities which they	and teamwork skills	-Further develop	choose and use	movement skills	-Apply skills	possession of the
	make up for	-Choose a range of	partner and	simple tactics	used in defending	effectively in a game	ball
	themselves, or in	skills that suit the	teamwork skills	-Know the	-Develop simple	situation	-Apply a range of
	teams.	needs of the game	-Apply Superheroes	difference between	defending principles	-Understand the	tactics when
	-Increasingly able to	-Apply Superheroes	moves to	marking a player		Quicksticks rules	defending
	use and remember	moves to	appropriate	and the space			





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are related to music and rhythm.  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. Score against an opponent offensorier stores to carry believely dug with a trowel.  Collaborate with oblioby blocks. Value grame as mall hole hely dug with a trowel.  Collaborate with oblioby blocks. Value grame and garge lems, such as moving a long plank safely, carrying large hollow blocks. Value on handed equipment, for example, making large lems, such as moving a long plank safely, carrying large hollow blocks. Value as part of the collagra par with soilssors.  Above a more for a deminant hand.  Above the importance of tactics in attack and teaching and activities in the sesting. For example, choose the right resources to carry believe to alrage a small hole they dug with a trowel.  Collaborate with or considered with pass and page lems, such as moving a long plank safely, carrying large hollow blocks.  -Use one-handed tools and equipment, for example, making large items, such as moving a long plank safely, carrying large hollow blocks.  -Use one-handed tools and equipment, for example, making end plank safely, carrying large hollow blocks.  -Use a comfortable grip with good control when holding pens and pepencilis.  -Show a preference for a dominant hand.	patterns of	movements within a	game	Year 3 Net/wall	down the space	positions	a side and 7 a side
Invasion	movements which	game		-Know what the	when defending		games
-Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, with any other resources to carry out their own plan. For example, choose the right resources to carry and they dug with a trowel.  -Collaborate with cothers to manage large items, such as moving a long plank safely, carrying large hollow blocks.  -Use a cone-handed tooks and equipment, for example, making large items, such as moving a long plank safely, carrying large hollow blocks.  -Use a comeration the rowenth of equipment, for example, making large thems, such as moving a long plank safely, carrying large hollow blocks.  -Use a comfortable grip with good control dhen control dwen equipment, for example, making in paper with scissors.  -Use a comfortable grip with good control dwen holding pens and pencils.  -Show a preference for a dominant hand.	are related to music			ready position looks	-Use a range of		-Begin to umpire
developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk for run sarcosa plank, depending on its length and width.  Choose the right of composition of the resources to carry out their own plan. For example, they dug with a game working in a team woewnents within a game working a long plank safely, carrying large hollow bolks.  Logar handed tools are moved to show how to send hollow bolks.  Learn the plant to carry and breath of the ball are game with solds and equipment, for example, making snips in paper with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with soissors.  Learn the plant to carry the ball in a game with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with soissors.  Learn the defending the ball are game with sois on manage large thems, such as moving a long plank safely, carrying large hollow blocks.  Learn the defending the ball are game with soissors.  Learn the defending the plant the simple tactics to use the ball in a game with soissors.  Learn the defending moves to appropriate moves to any poponent stacking and defending and defending and defending and defending moves to appropriate moves to any poponent story the plant the plant to the plant to the story the plant to the plan	and rhythm.	Invasion	Invasion	like	tactics in attack and	Year 5 Strike/Field	games
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stop the opposition from scring defending on its length and width.  -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole chely dug with a trowel.  -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  -Use one-handed tools and equipment, for example, making snips in paper with scissors.  -Use a comfortable grip with pood control when holding pens and esteric or a dominant hand.		-Understand how to	-Understand the	appropriate	teamwork	-Learn to catch with	to get free from a
Across a plank, depending on its core against an clength and width. 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 argeling alrage lems, such as moving a long plank safely, carrying large hollow blocks. C-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. S-show a preference for a dominant hand.		stop the opposition	term attacking	movements within a	Year 4 Net/wall	a baseball glove	defender
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length and width.   C-hoose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	· ·	-Understand how to	throwing skills		-Use ready position	a baseball glove in	
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tools and equipment, for equipment, for example, making snips in paper with scissors.  -Use a comfortable grip with good control when holding pens and pencilsShow a preference for a dominant hand.  -Understand the importance of importance of feedback -Apply Superheroes moves to adapt tactics -Apply Superheroes work to adapt tactics -Apply Superheroes moves to adapt tactics -Apply Superheroes work to adapt tactics -Show self- awareness when tactics involved in a baseball game -Show self- awareness when control -Evaluate the work of others in more detail -Understand the simple rules of baseball Rounders -Begin to umpire games  Year 6 Strike/Field Appropriate movements within a movements within a movements within a importance of in a game situation -Evaluate the work of others in more detail -Apply Superheroes moves to appropriate moves to appropriate -Choosing a role in a team based on strengths -Understand the simple rules of baseball Rounders -Develop and refine importance of throwing and	,, , , ,		tactics for attacking	-Evaluate others	to use it	-Begin to	apply the pass back
equipment, for example, making snips in paper with scissors.  -Use a comfortable grip with good control when holding pens and pencilsShow a preference for a dominant hand.    Importance of feedback   -Know how to send underarm and receive a ball with a game   -Know how to send tactics in attack and defence   -Evaluate the work of others in more detail   -Apply Superheroes moves to a ball using an overarm throw   -Develop a range of fielding skills   -Apply Superheroes moves to a papropriate movements within a   -Apply Superheroes moves to appropriate movements within a   -Apply Superheroes movements within a   -Apply Superheroes movements within a   -Apply Superheroes movements within a   -Ap	-Use one-handed		and defending	work using simple	-Further develop	understand the	rule with accuracy
example, making snips in paper with scissors.  -Use a comfortable grip with good control when holding pens and pencilsShow a preference for a dominant hand.  -Know how to send underarm and receive a ball with control -Apply Superheroes moves to appropriate movements within a game  -Know how to send underarm and receive a ball with control -Apply Superheroes moves to appropriate movements within a game  -Now how to send underarm and receive a ball with control -Evaluate the work of others in more detail -Show self-awareness when choosing a role in a team based on strengths -Begin to umpire games  -Apply Superheroes moves to -Begin to umpire games  Year 6 Strike/Field Rounders -Develop and refine throwing and	tools and		-Understand the	criteria	attacking and	tactics involved in a	-Recognise how to
snips in paper with scissors.  -Use a comfortable grip with good control when holding pens and pencilsShow a preference for a dominant hand.  -Apply Superheroes moves to appropriate moves to appropriate movements within a game  -Apply Superheroes moves to appropriate movements within a game  -Apply Superheroes moves to appropriate movements within a game  -Apply Superheroes moves to appropriate movements within a game situation -Evaluate the work of others in more detail -Apply Superheroes moves to appropriate moves to aball using an overarm throw -Develop a range of fielding skills  -Apply Superheroes moves to appropriate in a game situation choosing a role in a team based on strengths  -Understand the appropriate moves to appropriate moves to appropriate moves to appropriate in a game situation choosing a role in a team based on appropriate move detail  -Apply Superheroes moves to appropriate moves to appropriate in a game situation -Evaluate the work of others in more detail  -Apply Superheroes move de	equipment, for		importance of	Year 3 Strike/Field	defending skills	baseball game	adapt tactics
scissors.  -Use a comfortable grip with good control when holding pens and pencils.  -Show a preference for a dominant hand.  moves to appropriate movements within a game  movements within a game situation choosing a role in a team based on strengths  -Evaluate the work of others in more detail  -Apply Superheroes moves to appropriate  moves to aball using an overarm throw  -Develop a range of fielding skills  -Develop a range of fielding skills  movements within a movements within a importance of throwing and	example, making		feedback	-Know how to send	-Develop tactical	-Show self-	-Use a range of
-Use a comfortable grip with good control when holding pens and pencilsShow a preference for a dominant hand.  moves to appropriate movements within a game  appropriate movements within a game  appropriate movements within a page of fielding skills  moves to appropriate movements within a game situation -Evaluate the work of others in more detail -Begin to umpire games  -Evaluate the work of others in more detail -Apply Superheroes moves to appropriate moves to appropriate movements within a importance of throwing and			-Apply Superheroes	underarm and	knowledge further	awareness when	tactics in attack and
grip with good control when holding pens and pencilsShow a preference for a dominant hand.  appropriate movements within a game  appropriate movements within a game  -Know how to send a ball using an overarm throw -Develop a range of fielding skills  -Evaluate the work of others in more detail -Understand the simple rules of baseball Rounders -Develop and refine throwing and			moves to	receive a ball with	in a game situation	choosing a role in a	defence
control when holding pens and pencilsShow a preference for a dominant hand.  movements within a game  -Know now to send a ball using an overarm throw -Develop a range of fielding skills  -Know now to send a ball using an overarm throw -Apply Superheroes moves to appropriate movements within a importance of throwing and  Year 6 Strike/Field Rounders -Develop and refine throwing and			appropriate	control	-Evaluate the work	team based on	-Begin to umpire
holding pens and pencilsShow a preference for a dominant hand.  game  a ball using an overarm throw -Develop a range of fielding skills  a ball using an overarm throw -Apply Superheroes moves to appropriate movements within a importance of throwing and  Year 6 Strike/Field Rounders -Develop and refine throwing and	• •		movements within a	-Know how to send	of others in more	strengths	games
pencilsShow a preference for a dominant hand.  overarm throw -Develop a range of fielding skills  overarm throw -Develop a range of fielding skills  overarm throw -Develop a range of fielding skills  overarm throw -Develop a range of appropriate movements within a importance of throwing and			game	a ball using an	detail	-Understand the	
-Show a preference for a dominant hand.  -Develop a range of fielding skills  -Develop a range of fielding skills  -Understand the movements within a movement with a movement within a movement withi	• .			overarm throw	-Apply Superheroes	simple rules of	Year 6 Strike/Field
for a dominant hand.  fielding skills appropriate movements within a movements within a movement with a movement within a movement within a movement with a movement with a mo	•			-Develop a range of	moves to	baseball	Rounders
hand. movements within a importance of throwing and	•			fielding skills	appropriate	-Understand the	-Develop and refine
game					movements within a	importance of	throwing and
gaine					game		





	Juggesteu tools.	-Move to music.	speed, level and	and translate ideas	partner or group	,	in a specific style,
	Suggested tools:	Keyhole	- Change rhythm,	- Improvise freely	working with a	Dance/ USA	- Develop sequences
Dance	and confidently.	Through The	The Sea	Extreme Earth	- Take the lead when	Space / Egyptian	WW2
	of tools competently, safely					-	
	they can use a range					game	
	motor skills so that					movements within a	
	-Develop their small					appropriate	
	swimming.					moves to	
	sport and					-Apply Superheroes	
	dance, gymnastics,					work	
	disciplines including					own and others	
	and other physical					-Reflect on their	
	education sessions					against others	
	future physical					tactics when playing	games
	successfully with					-Use a range of	-Begin to umpire
	to engage				special awareness	times to attack	a team
	and agility needed				-Show improved	-Learn appropriate	-Work effectively in
	ordination, balance					,	J J
	body strength, co-				needs of a game	effectively	and fielding
	-Develop the overall				skills that suit the	-Use the volley shot	tactics when batting
	and grace.				-Choose a range of	successfully	-Use a range of
	developing control				time	receive the ball	rounders rules
	moving, with				skill at the correct	stand in order to	-Learn simple
	more fluent style of				-Apply the correct	-Know where to	when fielding
	-Progress towards a				a game situation	effectively	and weaknesses
	climbing				-Strike accurately in	backhand shot	-Evaluate strengths
	jumping - hopping -				team	-Learn and use a	ball
	skipping - crawling -				roles in a fielding	effectively	ways of stopping the
	walking - running -				-Play a range of	forehand shot	-Learn different
	acquired: - rolling -				team	-Learn and use a	rounders
	they have already				when playing as a	technique	appropriate to
	movement skills				and weaknesses	the correct	fielding skills
	the fundamental				Evaluate strengths	-Use a racket with	-Develop a range of
	-Revise and refine			playing a game	and catching skills	the ready position	directions
				simple tactics when	-Refine throwing	-Consistently apply	a ball in different
	into Spring:			-Explore a range of	(Cricket)	correct power	-Refine ability to hit
	these and continue			equipment	Year 4 Strike/Field	a ball using the	rounders pitch
	begin working on			variety of	Vaca 4 Chailes /Field	-Know how to send	-Learn areas of a
	Once confident			striking skills with a		(Tennis)	equipment
	anaressea,			-Explore simple	suit their game	Year 5 Net/wall	using differentiated
	undressed,					Voor E Not/wall	
	get dressed and			working in a team	-Know which skills	game	-Aim to hit a ball
	independent as they			importance of	Net/Wall game		to the game
	-Be increasingly			-Know the	-Create their own	teamwork within a	catching skills suited





	pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  -Combine different movements with ease and fluency.  -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  -Develop overall	-Copy dance moves Perform my own dance movesMake up a short dance Move safely in a space - Choose appropriate movements for different dance ideas - Perform using different pathways	direction in my danceDance with control and coordinationMake a sequence by linking sections togetherUse dance to show a mood or feelingPerform using an increasing number of pathways - Begin to think of ways to improve their own and others work	from a stimulus into movement Share and create phrases with a partner and small group Repeat, remember and perform phrasesrecognise and talk about the movements used and the expressive qualities of dance - Begin to evaluate their own and others work against lesson objectives	Use dance to communicate an ideas - Improve and refine movements - Perform dances clearly and fluently - Describe and evaluate dance using appropriate language - Create and perform more complex movement phrases - Evaluate the work of others against lesson objectives with clarity	- Perform different styles of dance clearly and fluently - Perform a space dance to an accompaniment Dance with clarity, fluency, accuracy and consistency through movements, poses and freeze frames - Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.	(WW2 Lambeth Walk) - perform expressively and sensitively to an accompaniment - Interpret different stimuli with imagination and flair - Begin to structure more complex dances - Talk about dance with understanding using appropriate language and terminology - Perform dance to a wider audience (parents/Dance Festival)
Gymnastics	body-strength, balance, co- ordination and agilityFurther develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aimingDevelop confidence, competence, precision and accuracy when engaging in activities that involve a ballDevelop the foundations of a handwriting style which is fast, accurate and efficient.	-Create and perform a movement sequence Copy actions and movement sequences with a beginning, middle and end. Explore levels (high and low) - Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide) Travel in different ways, changing direction and speedHold still shapes and simple balances Carry out simple stretches.	-Copy, explore and remember actions and movements to create their own sequenceExplore changes of speed -Explore smooth and sharp movements -Link actions to make a sequence Travel in a variety of ways, including rolling Hold a still shape whilst balancing on different points of the bodyJump in a variety of ways and land with increasing control and balance.	-Choose ideas to compose a movement sequence independently and with others Link combinations of actions with increasing confidence, including changes of direction, speed or levelDevelop the quality of their actions, shapes and balancesMove with coordination, control and careUse turns whilst travelling in a variety of ways.	-Create a sequence of actions that fit a themeUse an increasing range of actions, directions and levels in their sequencesMove with clarity, fluency and expressionShow changes of direction, speed and level during a performanceTravel in different ways, including using flightImprove the placement and alignment of body parts in balancesShow increasing clarity, fluency, accuracy and	-Select ideas to compose specific sequences of movements, shapes and balances Adapt their sequences to fit new criteria or suggestionsPerform jumps, shapes and balances fluently and with controlConfidently 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 balanceConfidently use	-Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretchingDemonstrate precise and controlled placement of body parts in their actions, shapes and balances Confidently use equipment to vault and incorporate this into sequencesApply skills and techniques consistently,









	https://superheroes.strengthlab.co.uk/account/login							
OAA	NA	NA	NA	-Follow a map in a familiar contextUse clues to follow a route Follow a route safely.	- Follow a map in a (more demanding) familiar context Follow a route within a time limit.	Follow a map into the environmental garden (as an unknown location) Use clues and a compass to navigate a route Change my route to overcome a problem Circuit training - Effects of training on the body HIIT (following circuit card, completing the activities in a set time) Paired coaching i.e. based on the lesson criteria, children provide feedback to each other about how they could improve.	- Plan a route and a series of clues for someone else, related to their topic or maths work Plan with others, taking account of safety and danger	
Understanding of fitness and Health	-Manage their own basic hygiene and personal needs, including dressingKnow and talk about the different factors that support overall health and wellbeing.	-Describe how the body feels before, during and after exercise Carry and place equipment safely.	-Recognise and describe how the body feels during and after different physical activitiesExplain what they need to stay healthy.	-Recognise and describe the effects of exercise on the body Know the importance of strength and flexibility for physical activityExplain why it is important to warmup and cooldown.	-Describe how the body reacts at different times and how this affects performance Explain why exercise is good for your health Know some reasons for warming up and cooling down.	-Know and understand the reasons for warming up and cooling down Explain some safety principles when preparing for and during exercise.	-Understand the importance of warming up and cooling downCarry out warm-ups and cool-downs safely and effectively Understand why exercise is good for health, fitness and wellbeingKnow ways they can become healthier.	
Cross Country / Fitness		- understand the importance that fitness plays in everyday life	- understand the importance that fitness plays in everyday life	Cross Country/Fitness	Cross Country/Fitness	Cross Country/Fitness	Cross Country/Fitness	





	- Use superhero	- Use superhero	-Maintain running	-Maintain running	-Maintain running	-Maintain running
	moves to improve	moves to improve	for a ten-minute	for a ten-minute	for a ten-minute	for a ten-minute
	fitness levels	fitness levels	period	period	period	period
			-Aim to complete 3	-Aim to complete 4	-Aim to complete 5	-Aim to complete 6
			laps within 10-	laps within 10-	laps within 10-	laps within 10-
			minute timeframe	minute timeframe	minute timeframe	minute timeframe
			-Track their progress	-Track their progress	-Track their progress	-Track their progress
			using physical	using physical	using physical	using physical
			pointers on the field			
			-Take part in drills			
			that improve fitness	that improve fitness	that improve fitness	that improve fitness
			over time	over time	over time	over time
			-Know why fitness	-Know why fitness	-Know why fitness	-Know why fitness
			levels are important	levels are important	levels are important	levels are important