

## 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.

	EYFS Physical Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Games</b>	<p>Within Aut1 ensure confident in these aspects:</p> <ul style="list-style-type: none"> <li>-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>-Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>-Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>-Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>-Increasingly able to use and remember</li> </ul>	<p><b>Net/Wall</b></p> <ul style="list-style-type: none"> <li>-To develop control and accuracy when sending and receiving</li> <li>-Explore fundamental movement skills</li> <li>-Throw accurately at a range of targets over different distances</li> <li>-Develop throwing and catching skills</li> <li>-Hold a racket using the correct technique</li> <li>-Send aa ball with control using the racket</li> <li>-Return a ball using different equipment</li> <li>-Develop partner and teamwork skills</li> <li>-Choose a range of skills that suit the needs of the game</li> <li>-Apply Superheroes moves to</li> </ul>	<p><b>Strike/Field</b></p> <ul style="list-style-type: none"> <li>-Roll and stop a small ball with control</li> <li>-Plan a simple fielding tactic</li> <li>-Throw and catch a ball with increasing control</li> <li>-Send a ball into a space</li> <li>-Retrieve a ball and send with accuracy</li> <li>-Explore different ways of stopping a ball</li> <li>-Develop hand eye coordination skills</li> <li>-Use and develop simple tactics</li> <li>-Choose a range of skills that suit the needs of the game</li> <li>-Further develop partner and teamwork skills</li> <li>-Apply Superheroes moves to appropriate</li> </ul>	<p>Year 3 Invasion</p> <ul style="list-style-type: none"> <li>-Recap on fundamental movement skills previously taught</li> <li>-Explore ways to keep possession of the ball</li> <li>-Develop passing and receiving skills</li> <li>-Identify space when playing a game</li> <li>-Understand the importance of teamwork</li> <li>-Explore how to get free from an opponent</li> <li>-Begin to-communicate effectively with team mates</li> <li>-Improve ability to choose and use simple tactics</li> <li>-Know the difference between marking a player and the space</li> </ul>	<p>Year 4 Invasion (Football)</p> <ul style="list-style-type: none"> <li>-Know how to dribble using different parts of the foot</li> <li>-Understand the importance of space when dribbling</li> <li>-Pass with accuracy when under pressure</li> <li>-Identify strengths and weaknesses when passing</li> <li>-Know how to shoot using the correct technique</li> <li>-Apply a range of strategies when playing in a game</li> <li>-Identify the fundamental movement skills used in defending</li> <li>-Develop simple defending principles</li> </ul>	<p>Year 5 Invasion (Hockey)</p> <ul style="list-style-type: none"> <li>-Learn to hold the stick correctly</li> <li>-Move the ball with control using the stick effectively</li> <li>-Learn techniques to vary the speed of the ball</li> <li>-Keep control of the ball whilst changing direction</li> <li>-Pass accurately to a team member</li> <li>-Know when to pass the ball</li> <li>-Tackle to gain possession of the ball safely</li> <li>-Dribble with the ball to avoid being tackled</li> <li>-Apply skills effectively in a game situation</li> <li>-Understand the Quicksticks rules</li> </ul>	<p>Year 6 Invasion (Netball)</p> <ul style="list-style-type: none"> <li>-Learn the different types of passes used in Netball</li> <li>-Explore the areas of the court</li> <li>-Understand the footwork rule</li> <li>-Know the positions and roles of a high five netball team</li> <li>-Apply Superheroes moves to appropriate movements within a game</li> <li>-Know different ways of dodging and how to use it effectively</li> <li>-Apply attacking skills to keep possession of the ball</li> <li>-Apply a range of tactics when defending</li> </ul>

	<p>sequences and patterns of movements which are related to music and rhythm.</p> <ul style="list-style-type: none"> <li>-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.</li> <li>-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.</li> <li>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>-Use a comfortable grip with good control when holding pens and pencils.</li> <li>-Show a preference for a dominant hand.</li> </ul>	<p>appropriate movements within a game</p> <p>Invasion</p> <ul style="list-style-type: none"> <li>-Understand how to use space safely</li> <li>-Understand the importance of working in a team</li> <li>-Understand how to stop the opposition from scoring</li> <li>-Understand how to score against an opponent</li> </ul> <p>Apply Superheroes moves to appropriate movements within a game</p>	<p>movements within a game</p> <p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>-Understand how to use space safely</li> <li>-Explore skills that are used in defending</li> <li>-Understand the term attacking</li> <li>-Develop underarm throwing skills</li> <li>-Complete a simple attacking and defending game</li> <li>-Understand the importance of working in a team</li> <li>-Understand how to stop the opposition from scoring</li> <li>-Understand how to score against an opponent</li> <li>-Develop simple tactics for attacking and defending</li> <li>-Understand the importance of feedback</li> <li>-Apply Superheroes moves to appropriate movements within a game</li> </ul>	<p>Year 3 Net/wall</p> <ul style="list-style-type: none"> <li>-Know what the ready position looks like</li> <li>-Develop control of sending over a distance</li> <li>-Apply Superheroes moves to appropriate movements within a game</li> <li>-Develop control of equipment</li> <li>-Learn the importance of feeding the ball accurately</li> <li>-Begin to develop control during a rally</li> <li>-Know how to change the speed of the ball in a game</li> <li>-Choose a range of simple tactics to use in a game</li> <li>-Evaluate others work using simple criteria</li> </ul> <p>Year 3 Strike/Field</p> <ul style="list-style-type: none"> <li>-Know how to send underarm and receive a ball with control</li> <li>-Know how to send a ball using an overarm throw</li> <li>-Develop a range of fielding skills</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how to close down the space when defending</li> <li>-Use a range of tactics in attack and defence</li> <li>-Enjoy competing with each other</li> <li>-Understand the importance of teamwork</li> </ul> <p>Year 4 Net/wall (Tennis)</p> <ul style="list-style-type: none"> <li>-Use ready position consistently without prompting</li> <li>-Maintain control during a rally</li> <li>-Further develop control of equipment</li> <li>-Be able to change the speed of the ball effectively in a game situation</li> <li>-Explore the volley shot and know when to use it</li> <li>-Further develop attacking and defending skills</li> <li>-Develop tactical knowledge further in a game situation</li> <li>-Evaluate the work of others in more detail</li> <li>-Apply Superheroes moves to appropriate movements within a game</li> </ul>	<p>-Play in a variety of positions</p> <p>Year 5 Strike/Field (Baseball)</p> <ul style="list-style-type: none"> <li>-Further refine hitting and fielding skills and apply them to baseball</li> <li>-Learn to catch with a baseball glove</li> <li>-Learn to throw with a baseball glove in the other hand</li> <li>-Play a range of positions in a fielding team and know their role</li> <li>-Know the different areas of a baseball field</li> <li>-Hit a ball accurately with a baseball bat</li> <li>-Explore how to hit a ball in different directions</li> <li>-Begin to understand the tactics involved in a baseball game</li> <li>-Show self-awareness when choosing a role in a team based on strengths</li> <li>-Understand the simple rules of baseball</li> <li>-Understand the importance of</li> </ul>	<ul style="list-style-type: none"> <li>-Compete in both 5 a side and 7 a side games</li> <li>-Begin to umpire games</li> <li>Year 6 Invasion (Tag Rugby)</li> <li>-Know the importance of dodging when trying to get free from a defender</li> <li>-Know how to pass the ball with accuracy under pressure</li> <li>-Learn to work as a team when attacking</li> <li>-Apply a range of tactics when playing in defence</li> <li>-Evaluate their own and others work and suggest improvements</li> <li>-Understand and apply the pass back rule with accuracy</li> <li>-Recognise how to adapt tactics</li> <li>-Use a range of tactics in attack and defence</li> <li>-Begin to umpire games</li> </ul> <p>Year 6 Strike/Field Rounders</p> <ul style="list-style-type: none"> <li>-Develop and refine throwing and</li> </ul>
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	<p>-Be increasingly independent as they get dressed and undressed,</p> <p>Once confident begin working on these and continue into Spring:</p> <p>-Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>-Progress towards a more fluent style of moving, with developing control and grace.</p> <p>-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.</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools:</p>			<p>-Know the importance of working in a team</p> <p>-Explore simple striking skills with a variety of equipment</p> <p>-Explore a range of simple tactics when playing a game</p>	<p>-Create their own Net/Wall game</p> <p>-Know which skills suit their game</p> <p>Year 4 Strike/Field (Cricket)</p> <p>-Refine throwing and catching skills</p> <p>Evaluate strengths and weaknesses when playing as a team</p> <p>-Play a range of roles in a fielding team</p> <p>-Strike accurately in a game situation</p> <p>-Apply the correct skill at the correct time</p> <p>-Choose a range of skills that suit the needs of a game</p> <p>-Show improved special awareness</p>	<p>teamwork within a game</p> <p>Year 5 Net/wall (Tennis)</p> <p>-Know how to send a ball using the correct power</p> <p>-Consistently apply the ready position</p> <p>-Use a racket with the correct technique</p> <p>-Learn and use a forehand shot effectively</p> <p>-Learn and use a backhand shot effectively</p> <p>-Know where to stand in order to receive the ball successfully</p> <p>-Use the volley shot effectively</p> <p>-Learn appropriate times to attack</p> <p>-Use a range of tactics when playing against others</p> <p>-Reflect on their own and others work</p> <p>-Apply Superheroes moves to appropriate movements within a game</p>	<p>catching skills suited to the game</p> <p>-Aim to hit a ball using differentiated equipment</p> <p>-Learn areas of a rounders pitch</p> <p>-Refine ability to hit a ball in different directions</p> <p>-Develop a range of fielding skills appropriate to rounders</p> <p>-Learn different ways of stopping the ball</p> <p>-Evaluate strengths and weaknesses when fielding</p> <p>-Learn simple rounders rules</p> <p>-Use a range of tactics when batting and fielding</p> <p>-Work effectively in a team</p> <p>-Begin to umpire games</p>
<b>Dance</b>		Through The Keyhole -Move to music.	The Sea - Change rhythm, speed, level and	Extreme Earth - Improvise freely and translate ideas	- Take the lead when working with a partner or group. --	Space / Egyptian Dance/ USA	WW2 - Develop sequences in a specific style,

	<p>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>-Combine different movements with ease and fluency.</p> <p>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>-Develop overall</p>	<p>-Copy dance moves.</p> <p>- Perform my own dance moves.</p> <p>-Make up a short dance.</p> <p>- Move safely in a space</p> <p>- Choose appropriate movements for different dance ideas</p> <p>- Perform using different pathways</p>	<p>direction in my dance.</p> <p>-Dance with control and coordination.</p> <p>-Make a sequence by linking sections together.</p> <p>-Use dance to show a mood or feeling.</p> <p>-Perform using an increasing number of pathways</p> <p>- Begin to think of ways to improve their own and others work</p>	<p>from a stimulus into movement.</p> <p>- Share and create phrases with a partner and small group.</p> <p>- Repeat, remember and perform phrases.</p> <p>-recognise and talk about the movements used and the expressive qualities of dance</p> <p>- Begin to evaluate their own and others work against lesson objectives</p>	<p>Use dance to communicate an ideas</p> <p>- Improve and refine movements</p> <p>- Perform dances clearly and fluently</p> <p>- Describe and evaluate dance using appropriate language</p> <p>- Create and perform more complex movement phrases</p> <p>- Evaluate the work of others against lesson objectives with clarity</p>	<p>- Perform different styles of dance clearly and fluently</p> <p>- Perform a space dance to an accompaniment.</p> <p>- Dance with clarity, fluency, accuracy and consistency through movements, poses and freeze frames</p> <p>- Adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use.</p>	<p>(WW2 Lambeth Walk)</p> <p>- perform expressively and sensitively to an accompaniment</p> <p>- Interpret different stimuli with imagination and flair</p> <p>- Begin to structure more complex dances</p> <p>- Talk about dance with understanding using appropriate language and terminology</p> <p>- Perform dance to a wider audience (parents/Dance Festival)</p>
<b>Gymnastics</b>	<p>body-strength, balance, co-ordination and agility.</p> <p>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>-Create and perform a movement sequence.</p> <p>- Copy actions and movement sequences with a beginning, middle and end.</p> <p>Explore levels (high and low)</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>-Copy, explore and remember actions and movements to create their own sequence.</p> <p>-Explore changes of speed</p> <p>-Explore smooth and sharp movements</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>-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>-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>-Show increasing clarity, fluency, accuracy 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</p>	<p>-Create their own complex sequences involving the full range of actions and movements:</p> <p>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,</p>

	<p>-Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</p> <p>Gross Motor Skills</p> <p>- 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.</p> <p>Fine Motor Skills</p>	<p>-Carry out a range of simple jumps, landing safely. - Move around, under, over, and through different objects and equipment. -Begin to move with control and care. Rolls- tuck, log -Explore jumps and balances</p>	<p>-Climb onto and jump off the equipment safely. -Move with increasing control and care. Rolls-tuck, log, extension, teddy -Explore 2 footed jumps</p>	<p>-Use a range of jumps in their sequences. - Begin to use equipment to vault. -Create interesting body shapes while holding balances with control and confidence. -Begin to show flexibility in movements -rolls-log, tuck, extension</p>	<p>consistency in their movements -Lead and follow in small group stretches - Carry out balances, recognising the position of their centre of gravity and how this affects the balance. -Begin to develop good technique when travelling, balancing and using equipment. -Develop strength, technique and flexibility throughout performances. Rolls- log, tuck, side, circle and forward -Explore tuck , straddle, star and pike jumps</p>	<p>equipment to vault in a variety of ways. -Apply skills and techniques consistently. -Develop strength, technique and flexibility throughout performances -Combine equipment with movement to create sequences. -mirror and match positions and pathways -Explore sudden and twisting dynamics -Learn how to correctly enter and exit rolls</p>	<p>showing precision and control. -Develop strength, technique and flexibility throughout performances -Learn how to correctly enter and exit rolls -explore symmetrical and asymmetrical floor patterns and counter balances -Learn ¼, ½ and ¾ turns</p>
<b>Swimming</b>	<p>-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, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.</p>	NA	NA	<p>- Swim 25m competently, confidently and proficiently. -Use a range of strokes effectively. -- perform safe self-rescue in different water-based situations.</p>	<p>- Swim 25m competently, confidently and proficiently. - Use a range of strokes effectively. -- Perform safe self-rescue in different water-based situation</p>	NA	NA
<b>Fundamental movements (StrengthLab)</b>	Levels 1 and 2	Levels 1 to 4	Levels 4 to 8	Levels 8 to 12	Levels 12 to 16	Levels 16-20	Levels 20 to 24

	<a href="https://superheroes.strengthlab.co.uk/account/login">https://superheroes.strengthlab.co.uk/account/login</a>						
<b>OAA</b>	NA	NA	NA	<ul style="list-style-type: none"> <li>-Follow a map in a familiar context.</li> <li>-Use clues to follow a route.</li> <li>- Follow a route safely.</li> </ul>	<ul style="list-style-type: none"> <li>- Follow a map in a (more demanding) familiar context.</li> <li>- Follow a route within a time limit.</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map into the environmental garden (as an unknown location).</li> <li>- Use clues and a compass to navigate a route</li> <li>- Change my route to overcome a problem.</li> <li>- Circuit training</li> <li>- Effects of training on the body.</li> <li>- HIIT (following circuit card, completing the activities in a set time).</li> <li>- Paired coaching i.e. based on the lesson criteria, children provide feedback to each other about how they could improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan a route and a series of clues for someone else, related to their topic or maths work.</li> <li>- Plan with others, taking account of safety and danger</li> </ul>
<b>Understanding of fitness and Health</b>	<ul style="list-style-type: none"> <li>-Manage their own basic hygiene and personal needs, including dressing.</li> <li>-Know and talk about the different factors that support overall health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how the body feels before, during and after exercise.</li> <li>- Carry and place equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and describe how the body feels during and after different physical activities.</li> <li>-Explain what they need to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and describe the effects of exercise on the body.</li> <li>- Know the importance of strength and flexibility for physical activity.</li> <li>-Explain why it is important to warmup and cool-down.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how the body reacts at different times and how this affects performance.</li> <li>- Explain why exercise is good for your health.</li> <li>- Know some reasons for warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and understand the reasons for warming up and cooling down.</li> <li>- Explain some safety principles when preparing for and during exercise.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the importance of warming up and cooling down.</li> <li>-Carry out warm-ups and cool-downs safely and effectively.</li> <li>- Understand why exercise is good for health, fitness and wellbeing.</li> <li>-Know ways they can become healthier.</li> </ul>
<b>Cross Country / Fitness</b>		- 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

## SILVERHILL PRIMARY SCHOOL PE OVERVIEW

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