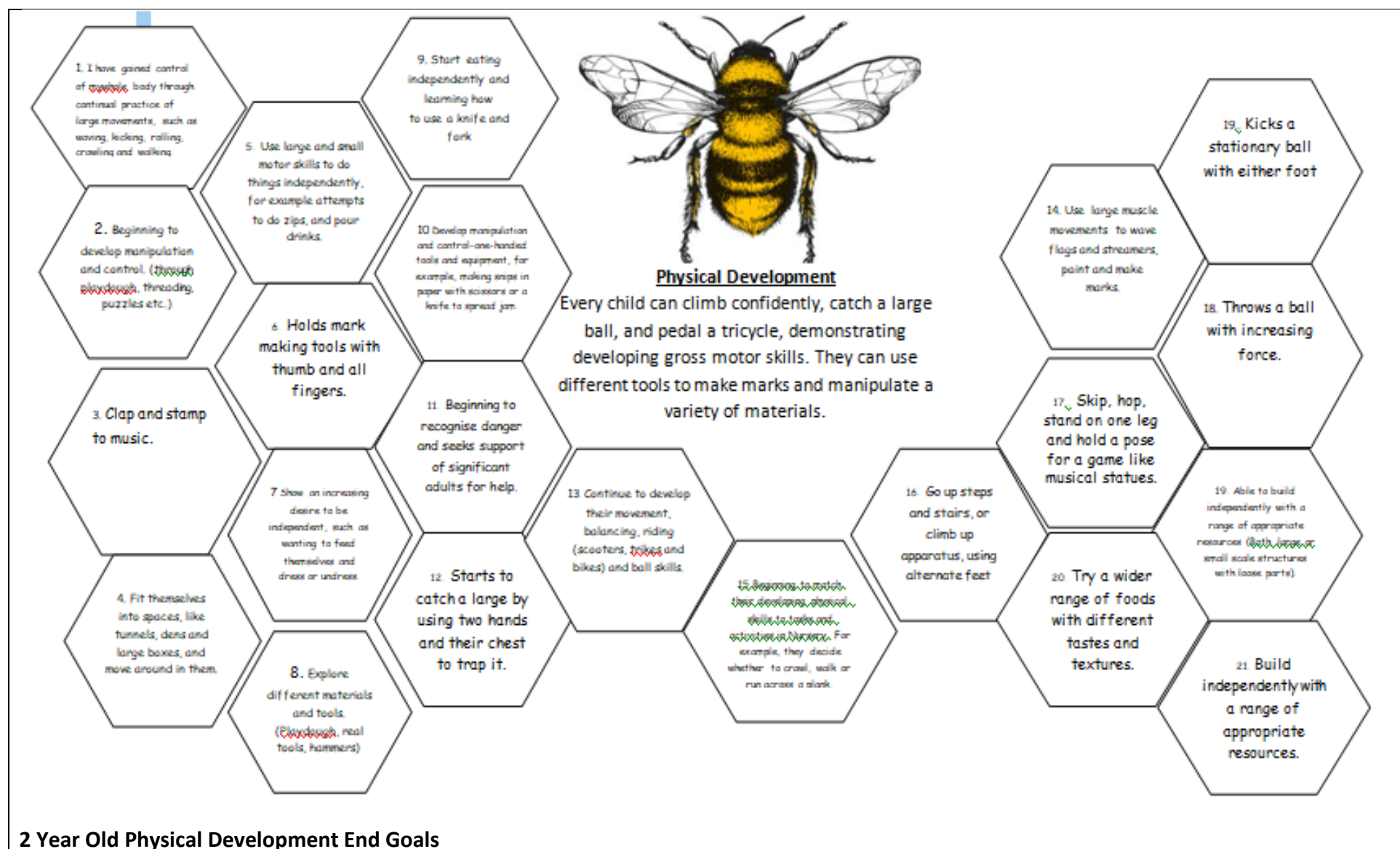


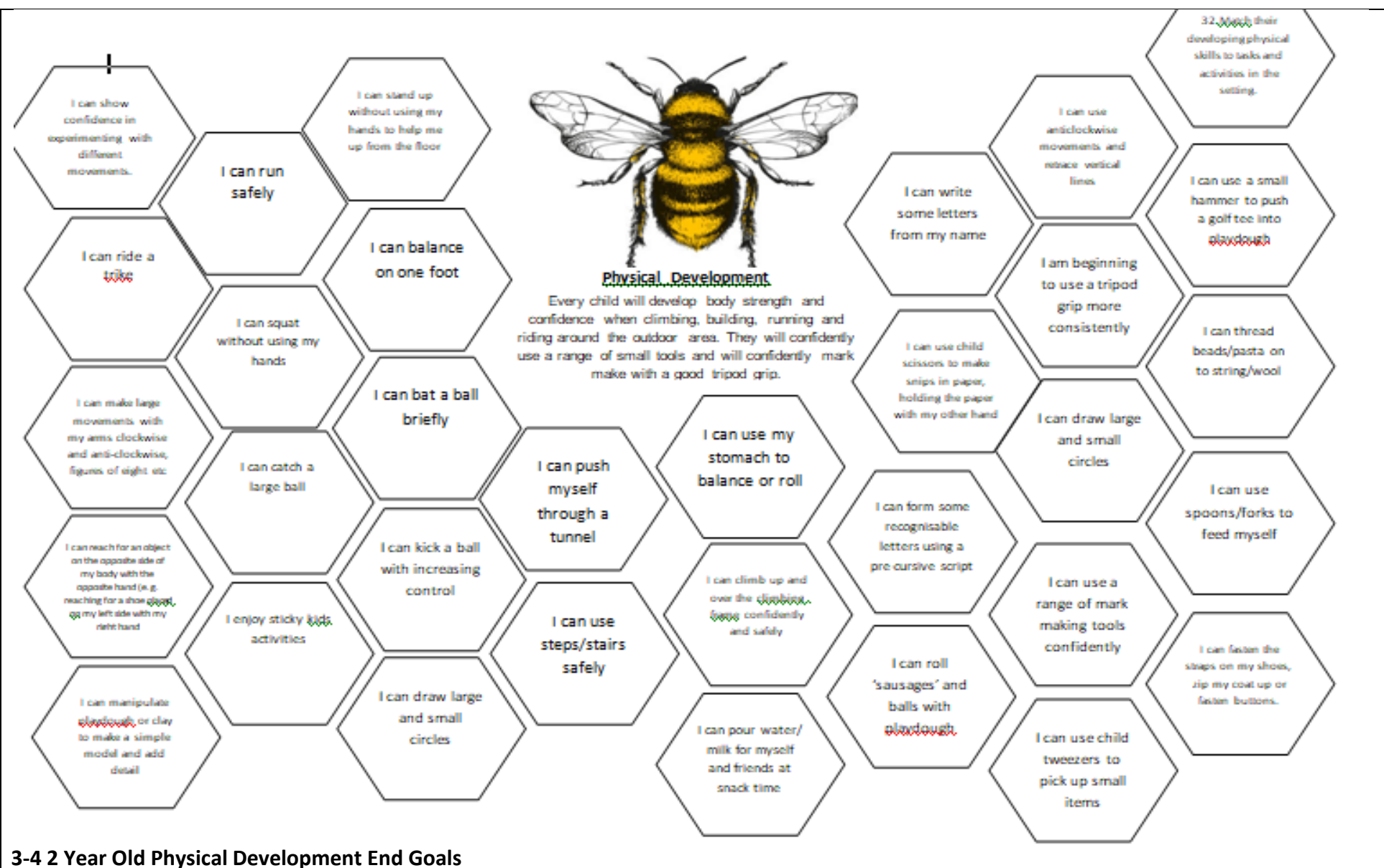
Physical Education Curriculum 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	<p>At Tavistock Primary School we want all children to develop a sense of passion, but more importantly enjoyment towards PE. Our curriculum builds on a progression of skills and techniques that are transferable across a range of different sports that we try and expose children to in order to broaden their experiences but also their understanding and the need for keeping active.</p> <p>The curriculum is planned in such a way that key knowledge and skills are built on each year. There is a delicate mix of invasion games and team games, combined with our Real PE scheme, which focuses on personal, social and cognitive aspects of PE in more depth. Children have 2 lessons a week, and when possible, we try to incorporate 'run-a-mile'. In addition to this, every year group, including reception and nursery, benefit from external providers which supports, in line with the curriculum, children's development of both gross and fine motor skills, team work, and communication but also their positive experiences of PE during primary school. Teachers receive regular CPD to ensure that we are both planning and teaching PE as effectively as possible, ensuring that we are able to appropriately challenge pupils who may need extending, but also ensuring that PE is accessible for everyone at their own level whilst remaining enjoyable.</p> <p>We also look to participate in as many external events as possible; football tournaments, cross country, swimming and much more to ensure that as many of our children as possible are able to compete in events that they enjoy or to have a go at something new and challenge themselves.</p> <p>By the time children leave our school they will have a strong understanding of the importance of physical activity on both your physical and mental health and well-being. Children will have been exposed to competitive situations and had experience of winning and losing as both a team and individuals in order to develop their characteristics to become a good sportsperson. Pupils will have a range of transferable skills and learnt numerous techniques that will allow them to take part in a variety of sporting activities which will allow them to follow and further develop their own interests at secondary school and beyond.</p>					

Inclusion	<p>Inclusion</p> <p>Teacher handbook: SEND – Embedding inclusive practice</p> <p>https://tavistockpridevonschuk-my.sharepoint.com/personal/00clashley_tavistock-pri_devon_sch_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2F00clashley%5Ftavistock%2Dpri%5Fdevon%5Fsch%5Fuk%2FDocuments%2FAttachments%2FTeacher%20Handbook%20SEND%20proofed%20version%20%2D%2020th%20May%202022%20FINAL%2Epdf&parent=%2Fpersonal%2F00clashley%5Ftavistock%2Dpri%5Fdevon%5Fsch%5Fuk%2FDocuments%2FAttachments&ct=1663762587376&or=OWA%2DNT&cid=9a045d87%2D0e73%2D8c3c%2D3df5%2D817e91b4b717&ga=1</p> <p>Communication: use the learners preferred communication methods (verbal, physical, signing etc). Ensure that instructions are not ‘wordy’ – use symbols to aid processing delays and give clear and simple instructions.</p> <p>Space: consider learning environment and make suitable if children have physical needs.</p> <p>Task: Adapt lessons so that all learners can participate fully. Changes can be small and subtle or larger where the activity or sport itself is changed.</p> <p>Equipment: Modify or change equipment completely to suit SEND children. For example; using balloons with rice in to support visually impaired learners in a training session, changing size, weight and grip of equipment to suit a physical need.</p> <p>People: Allow a child or key adult to break activity down into smaller more manageable chunks. Work in mixed ability groups to allow a build in confidence and the child’s role.</p>
Outsourced provision focus	<p>By outsourcing PE provision, we are able to ensure the children are experiencing a wide range of opportunities to participate and play new, different sports that we don’t offer as part of our curriculum. As well as developing their fundamental movement skills and tactical understanding of games, children are often developing other areas including communication, team work and problem solving skills.</p>
Early Years Foundation Stage	<p>Nursery – Activities are reflective and reactive to the children’s interests. Child led activities are carried out allowing children to learn from their interests.</p> <p>Opportunities are provided throughout the whole year for the statements below to be met. These are covered as and when the team feel it is appropriate.</p>

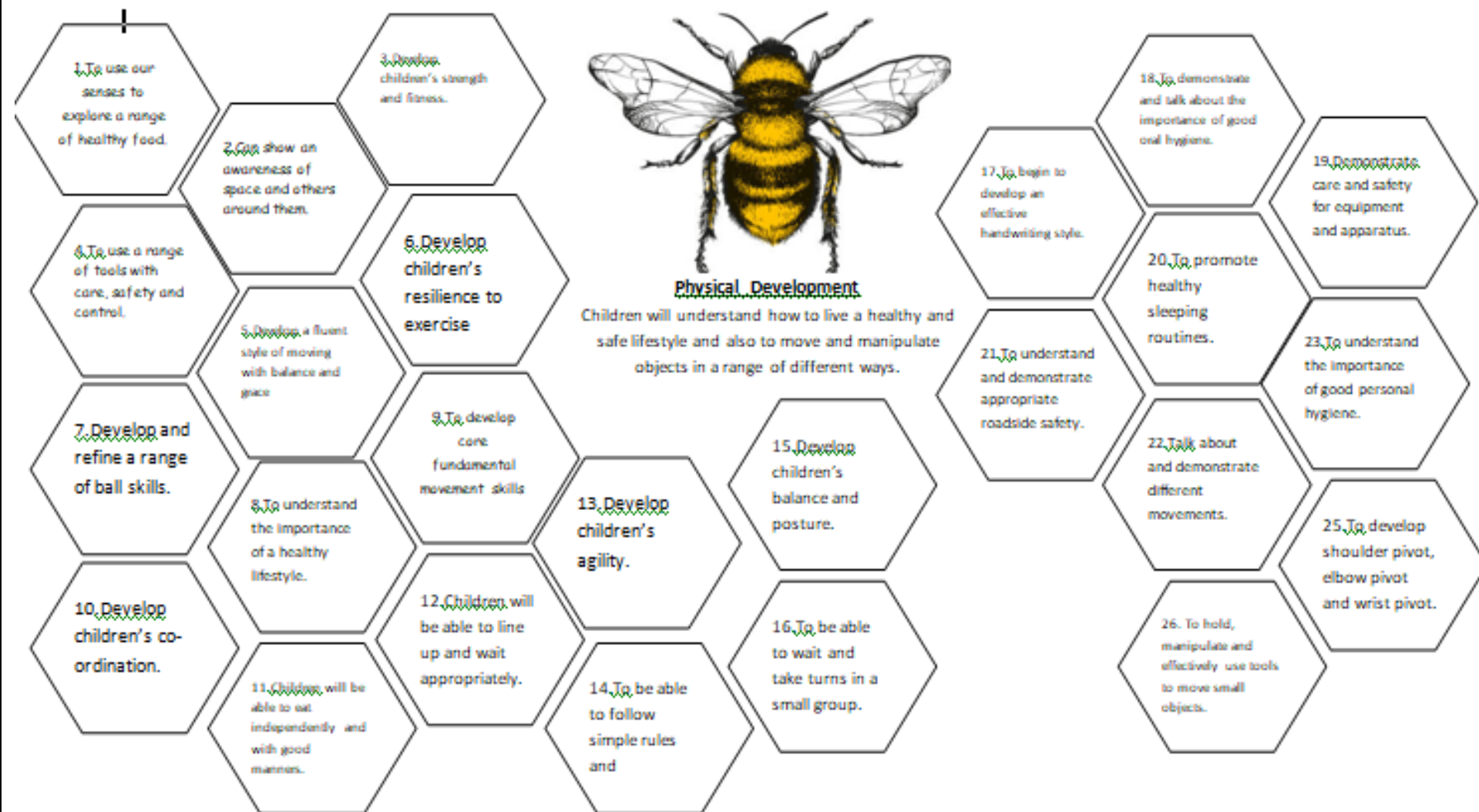
	<p>Physical Development EYFS ELG: Gross Motor Skills</p> <ul style="list-style-type: none">• Develop gross and fine motor skills – sensory explorations, develop strength, coordination and positional awareness (crawling, tummy time, moving objects given by adults).• Opportunities to play indoors and outdoors supporting core strength, stability, balance, spatial awareness, coordination and agility.• Negotiate space and obstacles safely, with consideration when playing.• Fine motor skills – hand eye coordination, small world opportunities, puzzles, arts and crafts, using small tools.• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>EYFS – Our Honeycomb Document Nursery- Every child will develop body strength and confidence when climbing, building, running and riding around the outdoor area. They will confidently use a range of small tools and will confidently mark make with a good tripod grip.. Reception -. Children will understand how to live a healthy and safe lifestyle and also to move and manipulate objects in a range of different ways.</p> <p>Daily Access to the outdoors to develop fundamental skills. Jumpstart Johnny/ Yoga</p>
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We currently have 1 mixed Reception/Year 1 class at Tavistock Primary. We deliver the EYFS and Year 1 curriculum topics simultaneously through practical, playful approach to learning, based on the needs and interests of our children. We teach children individually, in small groups and as a whole class. Through a combination of teacher led activities and continuous provision opportunities, we encourage children to develop their learning independently through exploration and challenge.

Reception Jasmine PE	Personal skill – Dance I can observe and copy others. I can explore and describe different movements.	Social skill – Gymnastics I can play with others with help. I can work sensibly with others. I can take turns and share with others.	Cognitive skill – I can follow simple instructions. I can understand and follow simpler rules.	Creative skill - I can observe and copy others. I can explore different movements.	Physical skill – I can move confidently in different ways I can perform a single skill or movement with some control.	Health and Fitness skill – I am aware of the changes to the way I feel when I exercise. I am aware why exercise is good for health.
PE	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills
	Opportunities are provided throughout the whole year for the statements below to be met. These are covered as and when the team feel it is appropriate.					



Knowledge	<p>To follow instructions I must watch and listen</p> <p>To balance on one leg I must put my body in the correct shape with arms out by my sides.</p> <p>To hop on one leg I must use the correct body position and bend my knee when I land.</p> <p>To move in different ways I must be aware of the space around me and adopt the correct body position for the movement required.</p> <p>To climb on apparatus I must aware of the space around me and have the correct body position for climbing and use my hold hand to grip onto the apparatus in order to pull myself up.</p> <p>To catch a ball I must have the correct hand shape and position and keep my eye on the ball.</p> <p>To throw the ball I must hold the ball in the correct way, look at the proposed target, apply the correct amount of force to make the ball move towards a target and release the ball at the correct moment.</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p>					
	Jasmine – Real PE					
Y1	PERSONAL – Dance I can observe and copy others. I can explore and describe different movements. I can select and link movements together to fit a theme	SOCIAL - Gymnastics I can play with others with help. I can work sensibly with others, taking turns and sharing. I can help others in their learning	COGNITIVE I can follow simple instructions I can understand and follow simple rules I can name some things I am good at	CREATIVE I can observe and copy others I can explore and describe different movements I can select and link movements together to fit a theme	PHYSICAL I can move confidently in different ways I can perform a single skill or movement with some control I can perform a small range of skills and link two movements together	HEALTH & FITNESS I am aware of the changes to the way I feel when I exercise I am aware of why exercise is important for good health

Physical Education Curriculum 2025/26

	National curriculum guidance – suggested sport and skill					
	Fundamental movement skills – Rolling a ball – towards and at a target with accuracy	Fundamental movement skills – Catching and bouncing a ball – with accuracy towards a target. Catch using 2 hands.	Fundamental movement skills – Throwing a ball (underarm) – at a stationary target	Fundamental movement skills – Kicking a ball with some accuracy towards or at a target	Fundamental movement skills – Jumping and skipping	Fundamental movement skills – Running Sports day practice
Knowledge	To follow instructions I must watch and listen To balance on one leg I must put my body in the correct shape/position with my arms out by my side To hop on one leg I must make sure I bend my knee when I land and use my arms to balance To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide I know exercise is good for me because I know a form of exercise is good for my physical and mental health. To play as part of a team I must ensure I have good communication skills					
Vocab	Direction, balance, coordination, throw, catch, pass, intercept, defend, attack, patience, support					
	Reception and Year 1 mix - All children will still be taught and will be learning the skills relevant to their age group, despite the mixing of year groups. This may be done by careful planning, or adaptations throughout the lesson to best meet the needs of the children to ensure they meet the learning outcomes for the sequence.					
	Jasmine – Real PE					
Y2	PERSONAL – Dance I can explore and	SOCIAL - Gymnastics	COGNITIVE I can understand and	CREATIVE I can explore and	PHYSICAL I can perform a	HEALTH & FITNESS I am aware of why

Physical Education Curriculum 2025/26

	<p>describe different movements.</p> <p>I can begin to compare my movements and skills with those of others and I can select and link movements together to fit a theme.</p> <p>I can respond differently to a variety of tasks or music and I can make up my own versions of activities</p>	<p>I can work sensibly with others, taking turns and sharing.</p> <p>I can help, praise and encourage others in their learning.</p> <p>I am happy to show and tell others about my ideas</p>	<p>follow simple rules</p> <p>I can name some things I am good at</p> <p>I can explain why someone is working or performing well</p>	<p>describe different movements</p> <p>I can begin to compare my movements and skills with those of others</p> <p>I can select and link movements together to fit a theme</p>	<p>single skill or movement with some control</p> <p>I can perform a small range of skills and link two movements together</p> <p>I can perform a range of skills with some control and consistency</p> <p>I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>exercise is important for good health</p> <p>I can say how my body feels before, during and after exercise</p> <p>I use equipment appropriately and move and land safely</p>
National curriculum guidance – suggested sport and skill						
	<p>Fundamental movement skills –</p> <p>Rolling a ball</p>	<p>Fundamental movement skills –</p> <p>Catching and bouncing a ball</p>	<p>Fundamental movement skills –</p> <p>Throwing a ball (underarm and overarm)</p>	<p>Fundamental movement skills –</p> <p>Kicking</p>	<p>Fundamental movement skills –</p> <p>Jumping and skipping</p>	<p>Fundamental movement skills –</p> <p>Running</p> <p>Sports day practice</p>

Knowledge	To follow instructions I must watch and listen					
	To move using the fundamental movement skills I must					
	To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball					
	To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide					
	I know exercise is good for me because I know a form of exercise is good for my physical and mental health.					
	To play as part of a team I must show good communication and teamwork skills					
	To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.					
	To strike a ball correctly I need to ensure I am gripping my racquet/bat correctly, keeping my eye on the ball					
Vocab	Direction, balance, coordination, throw, catch, pass, intercept, defend, attack, patience, support, underarm, overarm					
Year 1 and Year 2 mix - All children will still be taught and will be learning the skills relevant to their age group, despite the mixing of year groups. This may be done by careful planning, or adaptations throughout the lesson to best meet the needs of the children to ensure they meet the learning outcomes for the sequence.						
Y3/4	PERSONAL – Dance	SOCIAL – Gymnastics	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
Jasmine	I can select and link movements together to fit a theme.	I can help, praise and encourage others in their learning.	I can begin to order instructions, movements and skills	I can begin to compare my movements and skills with those of others	I can perform a sequence of movements with some changes in level, direction or speed.	I can say how my body feels before, during and after exercise
	I can recognise similarities and differences in movements and expression.	I am happy to show and tell others about my ideas.	I can explain why someone is working or performing well	I can select and link movements together to fit a theme	I can perform a range of skills with some control and consistency	I can say how my body feels before, during and after exercise
	I can change tactics, rules or tasks to make	I help organise roles and responsibilities	I can explain what I'm doing well I can explain what I am doing well and I have begun to identify areas for	I can make up my own rules and versions of	I can select and apply a range of skills with good	I can describe how and why my body changes during and after exercise I can explain why we need to warm up and cool down.

Physical Education Curriculum 2025/26

	activities more fun or more challenging		improvement	activities I can recognise similarities and differences in movements and expressions	control and consistency I can perform and repeat longer sequences with clear shapes and controlled movement	
National Curriculum suggested sports/skills						
Year 4 swim in Autumn and Summer terms, year 3 children will be following the year 3 PE curriculum strands in the Autumn and Summer and the Year 4 curriculum in the Spring to avoid repetition.						
	<u>Invasion games:</u> Netball – hand eye coordination through throwing, catching and shooting practice -Develop attacking and defending skills	<u>Orienteering:</u> Map reading skills – Map understanding (recognising symbols, distances and directions) - Following single and multi-step instructions	<u>Target games:</u> Tennis - To develop a range of tennis shots, including backhand and forearm. - Increase accuracy when aiming for a target	<u>Athletics:</u> To develop throwing, jumping and running skills through a range of activities (running, long jump, javelin/discuss) - Accelerate over short distances and run on a curve	<u>Invasion Games:</u> Football – passing and shooting techniques - Passing and shooting with accuracy using the laces and instep of your foot	<u>Striking and fielding:</u> Cricket - Batting – Hitting a ball in different directions at different speeds - Bowling – bowl consistently and varying speeds

Physical Education Curriculum 2025/26

	<ul style="list-style-type: none"> - Shooting technique and passing (chest pass, bounce pass, overhead passes) -Developing tactical awareness 	<ul style="list-style-type: none"> - Teamwork and communication with others 	<ul style="list-style-type: none"> to help score points - To serve with speed and accuracy 	<ul style="list-style-type: none"> - Jumping – perform a standing triple jump - Learn how to refine your technique using specific feedback 	<ul style="list-style-type: none"> - Positioning – making yourself open for a pass and finding space - Communication with team mates 	<ul style="list-style-type: none"> - Fielding – working as a team to return the ball to the stumps as quick as possible Sports day practice
Knowledge	<p>To follow instructions I must watch and listen</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To play as part of a team I must ensure good teamwork and communication skills, while thinking of the best tactics for the game</p> <p>To be a confident swimmer I must be able to use a range of strokes to swim 25m</p> <p>To be successful when orienteering I must be able to read maps and navigate my surroundings</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p>					
Vocab	Challenge, recognised stroke, body tension, dodge, duck, swim, technique, evaluate, improvement, achieve					
	Jasmine Real PE					
Y5	PERSONAL - Dance I can change	SOCIAL – Gymnastics	COGNITIVE I can explain what I	CREATIVE I can make up my	PHYSICAL I can select and	HEALTH & FITNESS I can describe how and

Physical Education Curriculum 2025/26

<p>tactics, creative choices and movements to make activities more fun or challenging, and when I feel that what I am doing isn't 'right' for me.</p> <p>I can respond in varied and imaginative ways to different situations and tasks.</p> <p>I can use variety and creativity in the making and performance of my dance.</p>	<p>I help organise roles and responsibilities.</p> <p>I can negotiate and collaborate appropriately.</p> <p>I can involve others and motivate those around me to perform better.</p>	<p>am doing well</p> <p>I have begun to identify areas for improvement</p> <p>I can understand ways (criteria) to judge performance</p>	<p>own rules and versions of activities</p> <p>I can recognise similarities and differences in movements and expression</p> <p>I can link actions and develop sequences of movements that express my own ideas</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p>	<p>apply a range of skills with good control and consistency</p> <p>I can perform a variety of movements and skills with good body tension</p> <p>I can link actions together so that they flow</p>	<p>why my body changes during and after exercise</p> <p>I can explain why we need to warm up and cool down.</p> <p>I can describe the basic fitness components</p> <p>I can explain how often and how long I should exercise to be healthy</p>
<p>National Curriculum suggested sports/skills</p>					

Physical Education Curriculum 2025/26

<u>Invasion games:</u>	<u>Orienteering:</u>	<u>Target games:</u>	<u>Athletics activities:</u>	<u>Invasion games:</u>	<u>Striking and Fielding:</u>
<p>Hockey</p> <ul style="list-style-type: none"> - Learn how to dribble, holding the stick with hands in the correct position and keeping the ball under close control - Learn how to change direction, using the correct side of the stick. - Learn how to pass using 'push passing' to a team mate with accuracy and speed 	<p>Reading maps. Understanding maps/colours/terrains</p> <ul style="list-style-type: none"> - Work collaboratively to solve a range of challenges - Use a compass to navigate North and other directions - Learn how to read and understand map symbols - Create their own orienteering map using correct symbols/directions 	<p>Tri-Golf</p> <ul style="list-style-type: none"> - Ensure I am set up correctly before taking a shot - Use a range of techniques to hit a ball at different targets - Vary shot power depending on distance - Understand when to use a putter and when to use an iron 	<p>Long jump, javelin, sprints, long distance</p> <ul style="list-style-type: none"> - Run for distance, varying pace and changing directions (zig zag/circular/back and forth) - Perform a standing, vertical jump with control, coordination and power. - Throw a variety of objects with speed and accuracy 	<p>Handball</p> <ul style="list-style-type: none"> - Develop ball control by moving the ball around my body (figure of 8/around the waist) - Make a W shape with fingers when catching to absorb impact - Pass with accuracy and speed to a team mate - Shooting – explore jump shots for extra power and speed to beat the goalie 	<p>Rounders</p> <ul style="list-style-type: none"> - Throw accurately over arm, releasing the ball at the correct time with arm facing towards the target - Develop hand-eye coordination when catching to improve players being caught off of a shot - Develop shot choice after analysing the field and position of the fielders. - Play competitive games <p>Sports day practice</p>

Knowledge	<p>To follow instructions I must watch and listen</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.</p> <p>To play as part of a team I must ensure good teamwork and communication skills, while thinking of the best tactics for the game</p> <p>To be a confident swimmer I must be able to use a range of strokes to swim 25m</p> <p>When playing basketball, I must know a range of passes (bounce and chest) and know how to shoot using 2 hands and jumping</p> <p>In dance, I understand a range of different motions and how to piece them together to create a piece to music</p>					
Vocab	Agility, spatial awareness, backhand, dominant, intercept, space, negotiate, collaborate, analyse, outwit					
	Jasmine Real PE					
Y6	PERSONAL - Dance I can change tactics, creative choices and movements to make activities more fun or challenging, and when I feel that what I am doing isn't 'right' for me. I can respond in varied and	SOCIAL – Gymnastics I help organise roles and responsibilities. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.	COGNITIVE I can understand the simple tactics of attacking and defending I can use awareness of space/others to make good decisions	CREATIVE I can make up my own rules and versions of activities I can respond differently to a variety of tasks or music I can change rules, tactics or tasks to make activities more	PHYSICAL I can perform and repeat sequences with clear shapes and controlled movement I can select and apply a range of skills with good control and consistency I can link actions	HEALTH & FITNESS I can describe how and why my body changes during and after exercise I can explain why we need to warm up and cool down. I can describe the basic fitness components I can record and monitor how hard I am working

<p>imaginative ways to different situations and tasks.</p> <p>I can use variety and creativity in the making and performance of my dance.</p>			<p>fun or more challenging</p> <p>I can respond imaginatively to different situations</p> <p>I can adapt and adjust my skills, movements or tactics so they are different to others</p>	<p>together so that they flow</p> <p>I can perform a range of skills fluently and accurately</p>	
National Curriculum suggested sports/skills					
<p><u>Invasion games:</u></p> <p>Rugby</p> <p>- Pass accurately with the correct technique, ensuring passing is backwards or sideways</p> <p>- Adjust hands to catch a ball that is</p>	<p><u>Orienteering</u></p> <p>Map reading skills</p> <p>- Understand maps and symbols and match them to real world features</p> <p>- Know how to orient a map to line features and following the line</p>	<p><u>Target games:</u></p> <p>Tennis/Badminton – forehand and backhand shots</p> <p>- I can control the ball to develop a co-operative rally</p> <p>- I can control and develop my footwork to enable me to</p>	<p><u>Athletics activities:</u></p> <p>To develop throwing, jumping and running skills in isolation and in sequences</p> <p>- Running, jumping, throwing and catching learned in isolation and in combination</p>	<p><u>Invasion games:</u></p> <p>Football</p> <p>- Perform basic dribbling skills with control and use them to beat opponents</p> <p>- Passing and receiving the ball with accuracy</p>	<p><u>Striking and Fielding:</u></p> <p>Cricket - bowling under and over arm</p> <p>- Learn how to move towards the ball to catch it and catch using soft hands</p> <p>- Throw under or over arm accurately</p>

Physical Education Curriculum 2025/26

	<p>arriving at different speeds and angles</p> <ul style="list-style-type: none"> - Move with the ball with speed, changing direction to beat defenders - Develop evasion skills 	<p>features</p> <ul style="list-style-type: none"> - Decision making – making decisions at control points - Developing perseverance when faced with tough challenges 	<p>return a serve effectively</p> <ul style="list-style-type: none"> - Be aware of my positioning on a court - Understanding the basic ways to win a point during a game 	<ul style="list-style-type: none"> - Children to improve reaction time (off the start line for example) - Develop the underarm throwing technique - Develop baton passing and receiving techniques 	<p>(instep, laces, outside of the foot)</p> <ul style="list-style-type: none"> - Vary shot choice (finesse/power) - Learn how to regain possession of the ball - Positional awareness when attacking and defending 	<ul style="list-style-type: none"> - Vary shot choice depending on fielders positioning <p>Sports day practice</p>
Knowledge	<p>To follow instructions I must watch and listen</p> <p>To catch a ball I must ensure my hands are in the 'W' position ready to receive the ball</p> <p>To throw the ball I must select the correct throw (under or overarm) and use my other arm as a guide</p> <p>I know exercise is good for me because I know a form of exercise is good for my physical and mental health.</p> <p>To manipulate the hockey ball I might know how to hold the hockey stick in the correct manner.</p> <p>To play as part of a team I must ensure good teamwork and communication skills, while thinking of the best tactics for the game</p> <p>To be a confident swimmer I must be able to use a range of strokes to swim 25m</p> <p>When playing basketball, I must know a range of passes (bounce and chest) and know how to shoot using 2 hands and jumping</p> <p>In dance, I understand a range of different motions and how to piece them together to create a piece to music</p>					
Vocab	<p>Obstacles, intercept, intent, innings, outwit, receiver, distance, stamina, technique, evaluate, performance, agility</p>					

Physical Education Curriculum 2025/26

KS3	<p>To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]</p> <p>To develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]</p> <p>To perform dances using advanced dance techniques within a range of dance styles and forms</p> <p>To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group</p> <p>To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best</p> <p>take part in competitive sports and activities outside school through community links or sports clubs</p>
Vocb	<p>Form,Identify ,Replicate ,Link ,Describe ,Plan ,Compare ,Explain ,Lead ,Questions,Analyse ,Adapt ,Analyse ,Evaluate ,Create,Link ,Mobilise,Timing ,Practice ,Situations, Consistency,Attempting, Seamless ,Precision,Control,Election ,Accuracy ,Fluency ,Extensive ,Skills</p>