



Sandy Lane Primary School PE Curriculum

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|---|----------------------------------|----------|-------------|-----------|------------|-----------|
| Mission | Taking PRIDE in all we do | | | | | |
| Values | PRIDE | Positive | Responsible | Inclusive | Determined | Enquiring |
| | School Rules | Ready | Respectful | Safe | | |
| Curriculum Intent - To Promote the 5 Values and school rules | | | | | | |

PE Intent

Our intentions in PE are for children to:

- Have a **positive** approach to learning and life.
- Take **responsibility** for their own learning and challenge themselves to learn new skills.
- Understand how to be **inclusive** when playing sports and games.
- Be **determined** when learning new and challenging skills, and finding solutions to problems.
- To be **enquiring** individuals, who ask questions to further their knowledge, skills and understanding of physical education

At Sandy Lane we know that PE is essential to children's physical and mental health and well-being, as well as their social and personal development. PE is an inclusive subject where learning is personalized for all children. We offer children a wide range of experiences including clubs, tournaments and other sporting events, such as Kurling and Boccia for children with additional needs. We recognise the importance physical activity has within the EYFS, and the development of gross and fine motor skills. We develop these skills as children progress through the school, teaching them how to apply these skills in different contexts and scenarios, encouraging critical thinking and creativity. During their time at Sandy Lane children will participate in a varied but inclusive range of sports including tag-rugby, football, basketball, hockey, gymnastics and cricket. The curriculum is designed to inspire our children to



succeed and excel in PE lessons, competitive sport and other physical activity. It also is designed to provide opportunities for children to embed key values such as respect, resilience and teamwork.

PE Implementation

At Sandy Lane we deliver our PE lessons through the Val Sabin scheme of learning. This scheme of work addresses and exceeds the national curriculum for PE, offering a progressive curriculum in Dance, Gymnastics, Games, Athletics and Outdoor Adventurous Activities. Lessons are delivered using fully planned teaching guides which can be implemented by teachers with varying degrees of subject knowledge. Each child will know, apply and understand the skills and processes necessary to each module, with assessments and expected standards for each year group to monitor the progress of each child throughout the year.

PE at Sandy Lane Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventurous activities. All pupils from Reception to Year 6 participate in two high quality lessons each week. In addition, children are encouraged to participate in a range of extra-curricular activities. Children are invited to attend competitive and non-competitive sporting events within the local area.



UNIT OVERVIEW

| | Aut 1 | Aut 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|--|--|--|--|--|
| Reception | Gym - Introduction - Use of Space, Different Footwork | Games Unit 1: Focus on using beanbags | Dance Unit 2: Icicles and Water, Mr Jelly and Mr Strong | Games Unit 2: Focus on Using a Ball | Games Unit 3: Focus on using hoops and quoits | Dance Unit 4: The Scarf, Painting Patterns, The Hungry Caterpillar |
| Reception | Gym - Floorwork, Body Parts, Direction | Dance Unit 1: Stars, Rabbits, Follow my Leader | Gym Unit A/B Travelling, Stretching and Curling | Dance Unit 3: Blowing Bubbles, Dinosaurs | Games Unit 4: Ropes, Bats and Balls | Gym Unit C: Travelling taking weight on different body parts |
| Year 1 | Gym Unit D: Flight - Bouncing, jumping and landing | Games Unit 1: Focus on ball skills and games | Dance Unit 2: March, March, March / Jack and the Beanstalk | Games Unit 2: Throwing and Catching / Aiming Games | Athletics Unit 1: Focus on Running, Throwing and Jumping | Games Unit 3: Bat/ball skills and games, Skipping |
| Year 1 | Dance Unit 1: Streamers, Conkers & Playing with a ball | Gym Unit E: Points and Patches | Gym Unit F: Rocking and Rolling | Dance Unit 3: Fog and Sunshine, Washing Day, Handa's Surprise | Games Unit 4: Developing partner work | Gym Unit G: Wide, Narrow, Curled |
| Year 2 | Gym Unit H: Parts High, Parts Low | Games Unit 1: Throwing and Catching/ Inventing Games | Dance Unit 2: Friends, Bubbles and Shadows | Games Unit 2: Making Up Games with a Partner - Aiming, Hitting | Athletics Unit 1: Focus on Throwing, Running and Jumping | Games Unit 3: Dribbling, Hitting and Kicking |



| | Aut 1 | Aut 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|--|--|--|---|
| | | | | and Kicking | | |
| Year 2 | Dance Unit 1: The Cat, Balloons, Reach for the Stars | Gym Unit I: Pathways - Straight, Zig Zag and Curving | Gym Unit J: Spinning, Turning and Twisting | Dance Unit 3: Words and Word Messages, Three Little Pigs | Games Unit 4: Group Games and Inventing Rules | Gym Unit K: Linking Movements together |
| Year 3 | Games Unit 1: Ball Skills, Invasion Focus (Passing and Receiving) | Gym Unit L: Stretching, Curling and Arching | Gym Unit M: Symmetry and Asymmetry x 3 | Gym Unit M: Symmetry and Asymmetry x 3 | Athletics Unit 1 and 2: Focus on Throwing, Running and Jumping | Games Unit 4: Striking/Fielding Games |
| | | | Games Unit 2 Creative Games Making x 3 | Games Unit 3: Net/Court/Wall games (Basketball) x 3 | | |
| Year 3 | Dance Unit 1: Who Am I, The Language of the Dance | Games Unit 2 Creative Games Making | Dance Unit 4: Mechanical Progress | OAA Map and Compass reading, Problem solving activities | Games Unit 3: Net/Court/Wall Games | Gym Unit N: Pathways |
| Year 4 | Games Unit 2: Problem Solving and Inventing Games | Gym Unit P: Balance | Gym Unit S: Rolling x 3 | Gym Unit S: Rolling x 3 | Athletics Unit 1 and 2: Focus on Throwing, Running and Jumping | Games Unit 4: Striking and Fielding Games |
| | | | Games x 3 Unit 4: Striking and Fielding Games | Games x 3 Unit 4: Striking and Fielding Games | | |



| | Aut 1 | Aut 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|---|---|--|--|---|
| | | | (Hockey) | (Hockey) | | |
| Year 4 | Dance Unit 1: Giraffes Can't Dance | Games Unit 3: Invasion Games | Games Unit 2: Problem Solving and Inventing Games | Dance Unit 2: Electricity | Games Unit 1: Net/Court/Wall Games | OAA: Navigate, Set Maps, Follow Routes |
| Year 5 | Gym Unit T: Bridges | Games Unit 2: Invasion and Target Games | Gym Unit U: Flight x 3 | Gym Unit U: Flight x 3 | Athletics Unit 1 and 2: Focus on Throwing, Running and Jumping | OAA: Navigate, Set Maps and Follow Routes |
| | | | Games Unit 4: Striking and Fielding Games (Hockey) x 3 | Games Unit 4: Striking and Fielding Games (Hockey)x 3 | | |
| Year 5 | Unit 1: Rubbish | Games Unit 3: Invasion Games | Dance Unit 3: City Life | Games Unit 1: Net/Court/Wall Games | Swimming | Swimming |
| Year 6 | Gym Unit X: Matching and Mirroring | Games Unit 1: Invasion Games (Implement and Kicking) | Gym Unit 2: Holes and Barriers x 3 | Gym Unit 2: Holes and Barriers x 3 | Athletics Unit 1 and 2: Focus on Throwing, Running and Jumping | Games Unit 3: Striking and Fielding Games |
| | | | Games Unit 2: Net/ Court/ Wall Games (Basketball) x 3 | Games Unit 2: Net / Court / Wall Games (Basketball) x 3 | | |
| Year 6 | Games Unit 4: Invasion Games (Ball Handling) | Dance Unit 1: World of Sport | Dance Unit 4: Flight from Danger | Games Unit 4: Invasion Games (Ball Handling) | OAA: Navigate, Set Maps and Follow Routes | Gym Unit AA: Counter-Balance/ Counter Tension |



PROGRESSION IN THE TEACHING OF GAMES

| Year Group | Focus / Game Type Emphasis | Key Skills Developed |
|------------------|---|--|
| Reception | Fundamental Movement Skills / Early Games | <ul style="list-style-type: none"> - Developing basic movement skills (running, jumping, etc.) - Exploring space and movement concepts - Developing hand-eye coordination (with bean bags, balls) - Learning to follow simple instructions and participate in activities |
| Year 1 | Introduction to Games / Basic Ball Skills | <ul style="list-style-type: none"> - Developing fundamental movement skills in a game context - Learning to work with others and share equipment - Understanding simple game rules and boundaries - Developing spatial awareness and simple tactics (e.g., dodging, chasing) - Basic ball skills (throwing, catching, rolling) - Early Invasion Games |
| Year 2 | Developing Game Play / Refining Ball Skills | <ul style="list-style-type: none"> - Refining movement skills and increasing control - Further developing cooperation and teamwork - Consolidating understanding of game rules and fair play - Improving spatial awareness and tactical awareness - Developing ball skills with greater accuracy and consistency - Simple Invasion Games, Early Net/Wall Games |
| Year 3 | Invasion Games / Developing Tactics | <ul style="list-style-type: none"> - Refining specific game skills (e.g., passing, dribbling, shooting) - Introduction to more complex tactics and strategies (e.g., creating space, defending) - Developing decision-making skills in game situations - Increased focus on Invasion Games |



PROGRESSION IN THE TEACHING OF GAMES

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| Year 4 | Creative Games / Game Modification | <ul style="list-style-type: none">- Applying more complex tactics and game strategies- Improving communication and collaboration with teammates- Adapting skills to different game situations and modified rules- Exploring Net/Wall Games and Striking/Fielding Games alongside Invasion Games |
| Year 5 | Invasion Game (Hockey) / Teamwork | <ul style="list-style-type: none">- Further refining game-specific skills (e.g., hockey stick control, passing)- Enhancing tactical understanding in a team sport- Promoting teamwork, communication, and collaboration- Focus on a specific Invasion Game |
| Year 6 | Strategic Games / Leadership | <ul style="list-style-type: none">- Advanced application of game strategies and tactics- Effective communication and leadership within a team- Strategic thinking and problem-solving in complex game scenarios- Broadening experience across Invasion Games, Net/Wall Games, Striking/Fielding Games |

- Invasion Games: Games where the aim is to invade the opponent's territory to score (e.g., football, basketball, hockey).
- Net/Wall Games: Games where the aim is to hit an object over a net or against a wall (e.g., tennis, volleyball).
- Striking/Fielding Games: Games where the aim is to hit an object and score runs or points (e.g., cricket, rounders).



PROGRESSION IN GYMNASTICS

| Year Group | Focus | Key Skills Developed |
|------------------|---|--|
| Reception | Early movement and body awareness | <ul style="list-style-type: none">- Exploring how to travel in different ways (e.g., crawling, rolling, walking).- Developing body awareness and control (e.g., balancing, stretching, curling).- Exploring simple apparatus safely (e.g., mats, benches). |
| Year 1 | Basic movement and shapes | <ul style="list-style-type: none">- Performing basic movements with increasing control and coordination.- Making basic shapes with the body (e.g., tuck, star).- Developing spatial awareness (e.g., moving safely in a group). |
| Year 2 | Linking movements and balances | <ul style="list-style-type: none">- Linking two or three simple movements together.- Performing simple balances with control.- Exploring different ways to travel along and over apparatus. |
| Year 3 | Developing fundamental gymnastic skills | <ul style="list-style-type: none">- Developing fundamental skills such as rolls, handstands, and cartwheels.- Learning to perform these skills with increasing control and accuracy.- Combining skills into short sequences. |



PROGRESSION IN GYMNASTICS

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| Year 4 | Refining gymnastic techniques | <ul style="list-style-type: none">- Refining techniques for key gymnastic elements.- Developing strength, flexibility, and coordination.- Creating and performing more complex sequences. |
| Year 5 | Applying gymnastic skills to apparatus | <ul style="list-style-type: none">- Applying gymnastic skills to different apparatus (e.g., vault, beam, floor).- Developing consistency and fluency in performance.- Working with partners and groups to create gymnastic routines. |
| Year 6 | Mastering gymnastic performance | <ul style="list-style-type: none">- Mastering advanced gymnastic skills and techniques.- Performing with confidence, control, and artistry.- Composing and performing extended and complex gymnastic routines. |



PROGRESSION IN THE TEACHING OF DANCE

| Year Group | Focus | Key Skills Developed |
|------------|--------------------------------------|--|
| Reception | Exploring movement and basic actions | <ul style="list-style-type: none">- Exploring a range of movements using different body parts (e.g., head, shoulders, arms, legs).- Responding to different stimuli with movement (e.g., music, stories, images).- Developing spatial awareness (e.g., moving in different directions, using personal space).- Moving to music with some control (e.g., matching simple rhythms). |
| Year 1 | Developing basic dance skills | <ul style="list-style-type: none">- Performing basic dance actions (e.g., travelling, turning, jumping, gesture).- Changing and varying the direction and pathway of movements (e.g., forwards, backwards, sideways, straight/curved pathways).- Changing and varying levels, size, shape, and speed of actions (e.g., high/medium/low levels, large/small shapes, fast/slow speeds).- Copying and performing simple movements/rhythmic patterns. |
| Year 2 | Creating simple dances | <ul style="list-style-type: none">- Exploring a range of movements suitable to an idea (e.g., expressing emotions, characters, or stories).- Performing with appropriate dynamics to interpret an idea (e.g., using different amounts of energy and force).- Choosing appropriate movements to create short phrases and simple dances.- Performing a whole dance with a simple structure (e.g., beginning, middle, and end). |



PROGRESSION IN THE TEACHING OF DANCE

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| Year 3 | Developing dance phrases | <ul style="list-style-type: none">- Developing motifs and actions into dance phrases (a motif is a recurring movement pattern).- Structuring dance phrases in AB form (a two-part structure).- Responding to different types of music (e.g., tempo, rhythm, style).- Describing dances using dance vocabulary (e.g., action, space, dynamics, relationships). |
| Year 4 | Structuring dances | <ul style="list-style-type: none">- Structuring dances in ABA form (a three-part structure).- Developing a motif and varying it.- Using canon (a choreographic device where the same movement is performed by different dancers at different times).- Using mirroring (a choreographic device where two dancers perform the same movement as mirror images).- Using action and reaction (a choreographic device where one movement causes another). |
| Year 5 | Developing dance ideas | <ul style="list-style-type: none">- Developing a dance idea from a range of stimuli.- Varying time, space, and force within a dance to create different effects.- Using contact (physical interaction between dancers).- Using unison and contrast (dancing at the same time and dancing differently). |
| Year 6 | Refining dance performance and composition | <ul style="list-style-type: none">- Developing complex dance structures (e.g., narrative, theme-based).- Refining dance performance skills (e.g., technique, expression, projection).- Evaluating and improving dance compositions (e.g., providing constructive feedback, making revisions). |



PROGRESSION IN THE TEACHING OF ATHLETICS

| Year Group | Focus | Key Skills Developed |
|------------------|---------------------------------|---|
| Reception | Fundamental movement skills | <ul style="list-style-type: none">- Developing basic locomotor skills (running, hopping, skipping, jumping)- Developing object control skills (throwing, catching, rolling)- Exploring different movement qualities (speed, direction, level, pathway)- Developing body awareness and coordination |
| Year 1 | Introduction to athletic skills | <ul style="list-style-type: none">- Developing fundamental running techniques (start, stride, finish)- Exploring different types of jumps (standing jump, hopping)- Developing basic throwing skills (underarm, overarm)- Learning simple athletic event formats- Following instructions and participating safely in activities |
| Year 2 | Refining athletic techniques | <ul style="list-style-type: none">- Improving running speed, agility, and coordination- Developing jumping for distance and height with improved technique- Increasing throwing accuracy, distance, and technique- Introduction to simple relays and team events |



PROGRESSION IN THE TEACHING OF ATHLETICS

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| Year 3 | Application of athletic skills | <ul style="list-style-type: none">- Applying running, jumping, and throwing skills in a wider range of athletic events- Developing basic techniques for specific events (e.g., sprint start, long jump take-off)- Learning to measure performance using simple tools (e.g., tape measure, stopwatch)- Introduction to pacing and basic race strategies |
| Year 4 | Developing athletic techniques | <ul style="list-style-type: none">- Developing more specific techniques for track and field events (e.g., baton exchange, shot put)- Improving performance in key athletic areas (speed, power, endurance)- Understanding rules and procedures for different athletic events- Developing skills to evaluate and improve performance |
| Year 5 | Enhancing athletic performance | <ul style="list-style-type: none">- Enhancing speed, stamina, strength, and flexibility through targeted training- Developing tactical awareness in athletic competitions (e.g., relay strategy, pacing)- Learning advanced techniques in selected athletic disciplines- Developing leadership and teamwork skills in group athletic activities |
| Year 6 | Mastery of athletic skills | <ul style="list-style-type: none">- Mastering advanced athletic techniques and applying them consistently- Applying athletic skills effectively in competitive situations- Refining performance through detailed analysis and evaluation- Developing a deeper understanding of athletic principles and training methods |



PROGRESSION IN OUTDOOR & ADVENTUROUS ACTIVITIES [OAA]

| Year Group | Focus | Key Skills Developed |
|------------|------------------------------------|---|
| Year 1 | Introduction to OAA / Basic Skills | <ul style="list-style-type: none">- Developing basic movement skills in an outdoor setting (e.g., running, jumping, climbing, balancing on uneven surfaces).- Following simple instructions and rules for outdoor activities to ensure safety.- Developing spatial awareness and problem-solving skills through simple challenges (e.g., navigating a small obstacle course, finding hidden objects). |
| Year 2 | Teamwork and Communication | <ul style="list-style-type: none">- Working with others to complete simple tasks and challenges (e.g., carrying objects together, building a small structure).- Communicating effectively with peers to give instructions and share ideas.- Developing basic map reading skills (e.g., using picture maps, following a simple route). |
| Year 3 | Orienteering Skills | <ul style="list-style-type: none">- Learning basic orienteering skills (e.g., understanding symbols, using a compass for direction).- Using maps and compasses to follow a route and find specific locations.- Developing decision-making skills in an outdoor context (e.g., choosing the best route, solving a navigational problem). |
| Year 4 | Problem-Solving Activities | <ul style="list-style-type: none">- Solving problems as a team using limited resources and within a set time frame (e.g., crossing a 'river' with planks, transporting objects over an obstacle).- Developing critical thinking skills to analyze situations and find solutions.- Adapting to different outdoor environments and challenges. |



PROGRESSION IN OUTDOOR & ADVENTUROUS ACTIVITIES [OAA]

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|---------------|--|---|
| Year 5 | Advanced Orienteering and Teamwork | <ul style="list-style-type: none">- Applying advanced orienteering skills, including more complex map reading and navigation techniques.- Working collaboratively in challenging situations that require trust and cooperation (e.g., blindfolded activities, night-time exercises).- Developing leadership skills by taking on roles within a team and guiding others. |
| Year 6 | Planning and Evaluating OAA Activities | <ul style="list-style-type: none">- Planning and organizing outdoor activities, considering factors such as safety, equipment, and route planning.- Evaluating performance both individually and as a team, identifying strengths and areas for improvement.- Developing a sense of responsibility for the outdoors and promoting environmental awareness. |



PROGRESSION IN SWIMMING [Across two years]

| Year / Term | Focus Area | Aims | Key Skills | Assessment Criteria |
|---------------|---------------------------------|--|---|--|
| Year A | | | | |
| Autumn Term | Water Confidence & Introduction | Build confidence in water; learn safe entry/exit | Floating, submerging, pushing off, basic kicks, streamlining | Submerges face; floats unaided 5–10s; moves 5m using basic strokes |
| Spring Term | Stroke Development | Develop front crawl and backstroke; intro to breathing | Front crawl arms + side breathing, backstroke coordination, gliding | Swims 10–15m; controlled breathing; basic stroke coordination |
| Summer Term | Water Safety Introduction | Consolidate strokes; basic self-rescue | Treading water, floating to signal help, safe jump entry, use of floats | Swims 15–20m; treads water 15–30s; understands basic safety |
| Year B | | | | |
| Autumn Term | Stroke Proficiency | Refine technique in 3 strokes; improve stamina | Full front crawl with breathing, backstroke rhythm, breaststroke timing | Swims 25m with 2 strokes; consistent breathing & movement |



PROGRESSION IN SWIMMING [Across two years]

| Year / Term | Focus Area | Aims | Key Skills | Assessment Criteria |
|--------------------|---------------------------------|---|--|--|
| Spring Term | Self-Rescue & Personal Survival | Develop water safety awareness in scenarios | Treading in clothes, clothed swim, rescue techniques, cold shock | Demonstrates self-rescue; treads clothed 30s; explains how to get help |
| Summer Term | Final Assessment & Extension | Achieve NC targets; extend strong swimmers | Re-test 25m+, 3 strokes, full self-rescue demo | Swims 25m+ confidently; 3 strokes used; completes self-rescue sequence |