

Head, Heart and Hands (Our 3 big constructs)

The PE curriculum is about developing key physical skills, cognitive development for decision making (knowledge) and developing a child's social and emotional wellbeing. Effective delivery of the curriculum will ensure the children develop into 'thinking' and 'doing' young people. Using the concept of Head (thinking), Hands (doing) and Heart (behavioural change) is our way to ensure children are equipped to meet their key stage expectations and enable them to be the best they can be.

Heart (BEHAVIOURAL CHANGE)

- Positively involved and engaged
- Grows socially and emotionally
- Builds character and values
- Leads a healthy active lifestyle
- Seeking extra-curricular activities



Head (THINKING)

- Decision maker
- Devises strategies and tactics
- Analytical – deep understanding
- Gains knowledge of how exercise and a balanced diet positively affect our bodies.
- Confident
- Creative

Hands (DOING)

- Physically competent by gaining and building fundamental movement skills
- Grows and develops
- Physically active
- Competitive

In order to access the National Curriculum in Key Stage One, children will have worked throughout EYFS to achieve the following milestones:

<u>Head</u>	<u>Heart</u>	<u>Hands</u>
Children know why it is important to take part in regular physical activity.	Children explain the reason for rules in a game, know right from wrong and try to behave accordingly and safely.	Children move energetically with good control and coordination - such as running, jumping, dancing, hopping, skipping and climbing
Children work and play cooperatively, taking turns with each other.		Children confidently and safely use a range of large (trim trail, bikes, scooters, mats, benches) and small apparatus (bean bags, balls, quoits) indoors and outdoors, alone and in a group.

Key Stage One

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Year One

<u>Head</u>	<u>Heart</u>	<u>Hands</u>
Child can begin to link a range of movements to develop a small routine (dance, gymnastics, skipping).	Child can start to work as part of a team.	Child can start to experiment with running, changing speed and jumping.
Child can begin to play team games and think about making decisions during the game.	Child can talk about what happens to their bodies during exercise and explore what 'healthy' means.	Child can start to experiment with throwing, catching and developing aim.
		Child can start to experiment with a range of movements to gain balance and coordination in dance.
		Child can begin to use their bodies in a coordinated manner to perform basic gymnastic movements.

Year Two

<u>Head</u>	<u>Heart</u>	<u>Hands</u>
Child can understand when to use different speeds and changing direction for running and jumping.	Child is starting to explore the School Games Values. (Determination, Passion, Self-Belief, Honesty, Respect, Teamwork)	Child can continue to develop throwing and catching skills, developing accuracy.
Child can think of ways to improve and develop their own and others performances.	Child is becoming more confident during physical activity.	Child can demonstrate balance and control through a range of movements in dance.
Child can create a sequence or routine to perform.	Child can talk about what happens to their bodies during exercise and articulate what 'healthy' means.	Child can demonstrate using their bodies in a coordinated manner to perform basic gymnastic movements.
Child can play team games and think about tactics they could use for defence and attack.		

Key Stage Two

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming

- *Swim competently, confidently and proficiently over a distance of at least 25 metres.*
- *Use a range of strokes effectively e.g., front crawl, backstroke and breaststroke.*
- *Perform a safe self-rescue in different water-based situations.*

Lower Key Stage Two

<u>Head</u>	<u>Heart</u>	<u>Hands</u>
Child can begin to use tactics when marking, attacking and defending in a range of sports.	Child is starting to develop an understanding of fitness and the importance of staying healthy.	Child is developing jumping, throwing and catching skills as individual skills.
Child can combine their gymnastic skills to create a routine.	Child is beginning to evaluate their physical performance and think about how they can improve to achieve their personal best.	Child is developing an idea of how to use jumping, throwing and catching skills in combination.
Child is starting to combine a range of movement patterns for a dance performance and use peer discussion to evaluate and improve their sequences.	Child participates willingly in physical exercise and seeks father fitness and PE opportunities.	Child is starting to develop flexibility, strength, technique, control and balance.
Child is able to create complex sequences and themed dances to different beat counts.	Child is starting to recognise the School Games Values within their PE lessons (Determination, Passion, Self-Belief, Honesty, Respect, Teamwork).	
Child can begin to challenge themselves in an outdoor activity.	Child is confident in small sided, conditioned games using a range of equipment.	

Upper Key Stage Two

<u>Head</u>	<u>Heart</u>	<u>Hands</u>
Child can utilise their jumping, throwing and catching skills as individual skills.	Child can demonstrate an understanding of fitness and the importance of staying healthy and discuss how being active makes them feel.	Child can demonstrate flexibility, strength, technique, control and balance.
Child can utilise their jumping, throwing and catching skills in combination.	Child can effectively evaluate their physical performance and think about how they can improve to achieve their personal best.	Child is developing their swimming skills and confidence and can swim at least 25 metres using correct arm recovery.
Child can use tactics effectively when attacking and defending in a range of sports.	Child displays School Values in their PE lessons and the wider context of school life; <ul style="list-style-type: none"> • Passion - friendship, love and caring. • Wisdom – honesty, quality. • Curiosity – Patience and tolerance, thoughtfulness. • Generosity – cooperation, peace and happiness. • Courage – freedom, diversity, respect. 	Child can float with their face out of the water.

Child can use their gymnastic skills to create and build independent and partner sequences which include apparatus. They can evaluate theirs and others sequences.	Child enjoys communicating, collaborating and competing with each other in a broad range of sports including sport specific games and OAA.	Child can use a range of strokes.
Child can use a range of movement patterns for a dance performance and use peer discussion to evaluate and improve their performances		Child can take up and hold the "HELP" position for 5 minutes.
Child will challenge themselves and monitor their own risk in outdoor activity.		Child can tread water for 60 seconds.
Child knows which passes are best to use in games (even under pressure).		Child can perform a safe self-rescue.