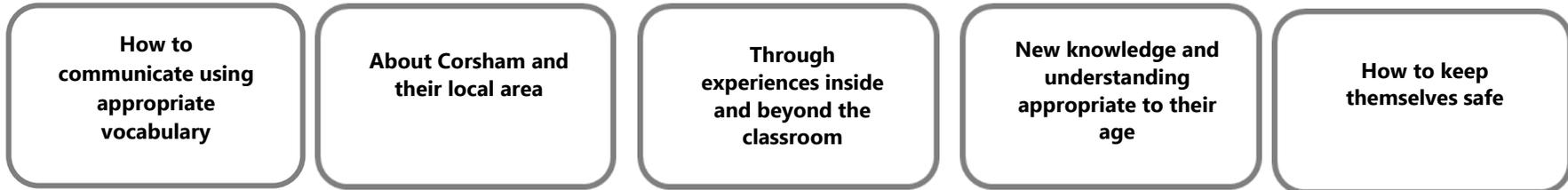


These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



The essential skills and knowledge that we want our pupils to learn by the end of:

| EYFS | KS1 |
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| <p>At this stage, the emphasis is on developing basic motor skills and coordination. The aim is to build physical confidence and introduce children to a wide variety of physical activities.</p> <ul style="list-style-type: none"> • Movement Skills: <ul style="list-style-type: none"> ○ Basic balancing, jumping, and running techniques. ○ Crawling, hopping, and skipping. ○ Simple coordination activities like throwing and catching, kicking, and striking. • Spatial Awareness: <ul style="list-style-type: none"> ○ Learning to move in different directions. ○ Understanding personal space and spatial relationships with others. • Fundamental Skills: <ul style="list-style-type: none"> ○ Basic hand-eye coordination. ○ Simple agility and balance exercises | <p>Skills progression builds on the foundation stage, focusing on more refined basic movement skills and encouraging physical literacy.</p> <ul style="list-style-type: none"> • Locomotion Skills: <ul style="list-style-type: none"> ○ Walking, running, hopping, skipping, and jumping in a variety of ways. • Object Control: <ul style="list-style-type: none"> ○ Throwing and catching with increased accuracy. ○ Kicking, dribbling, and striking simple objects (balls, bats, etc.). • Balance and Agility: <ul style="list-style-type: none"> ○ Simple balancing activities (one leg, beam walking). ○ Developing agility through fun, dynamic movements. • Teamwork and Cooperation: <ul style="list-style-type: none"> ○ Learning basic team game rules. ○ Working together in simple cooperative games. |
| EYFS Misconceptions | KS1 Misconceptions |



| <ul style="list-style-type: none"> Physical activity in EYFS is simply free play. While play is central, effective EYFS PE is purposeful and structured. That balance only happens when they are completely still. They can move anywhere without considering others - still developing spatial awareness. | <ul style="list-style-type: none"> Throwing harder means throwing better, instead of focusing on accuracy and technique. Balance only happens on one foot. Winning is the most important part. |
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| LKS2 | UKS2 |
| <p>Locomotion Skills:</p> <ul style="list-style-type: none"> Refining running, jumping, and skipping with increased control and speed. Developing more precise movement in activities like relay races and obstacle courses. <p>Object Control:</p> <ul style="list-style-type: none"> Throwing: Practicing more accurate and varied throwing techniques (e.g., overhand, underhand). Catching: Improving hand-eye coordination to catch balls of different sizes and in different contexts. Kicking: Learning to kick with more precision and consistency in activities like football or rugby. <p>Balance and Coordination:</p> <ul style="list-style-type: none"> Developing balance in dynamic situations (e.g., balancing while running or moving). Performing balance exercises (e.g., balancing on one leg or on different apparatus) with greater stability. Building coordination through activities like jumping rope or playing with equipment like hoops or balls. <p>Team Games and Tactics:</p> <ul style="list-style-type: none"> Beginning to play simple team games, understanding roles within a team (attacker, defender, etc.). Learning the basic principles of strategy in games like tag, netball, or football. | <p>Refining Movement Skills:</p> <ul style="list-style-type: none"> Perfecting skills like running (sprinting, endurance running), jumping (long jump, high jump), and more advanced agility techniques. Increasing the complexity of skills in gymnastics, dance, or athletics, with a focus on control, technique, and fluidity. <p>Advanced Object Control:</p> <ul style="list-style-type: none"> Throwing: More advanced throwing techniques, such as precision throws (e.g., aiming for a target, or throwing at a moving object). Catching: Catching in a variety of contexts (e.g., while running, jumping, or in more dynamic team games). Dribbling: Starting to dribble with greater control in games like basketball, football, or hockey. Striking: Learning to strike objects with accuracy using different implements, such as bats or rackets. <p>Tactics and Strategy:</p> <ul style="list-style-type: none"> Understanding the basic tactics of various team sports, including attacking and defending strategies (e.g., in football, basketball, and hockey). Learning how to read the game and make decisions based on team needs or individual skill development. Developing more complex strategies for team games and becoming aware of the importance of positioning and teamwork. <p>Fitness and Physical Wellbeing:</p> |

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| <ul style="list-style-type: none"> Focusing on fair play and sportsmanship in group settings. <p>Health and Fitness:</p> <ul style="list-style-type: none"> Introduction to basic fitness concepts, such as warming up and cooling down, and understanding why they are important. Developing an understanding of endurance, strength, and flexibility through fun and engaging activities. | <ul style="list-style-type: none"> Building a greater understanding of personal fitness, and the relationship between exercise and health. Learning more about cardiovascular fitness, muscle strength, flexibility, and coordination, and how each contributes to overall fitness. Exploring different types of exercise (e.g., strength training, aerobic exercise, flexibility work) through fun challenges and fitness circuits. <p>Teamwork and Leadership:</p> <ul style="list-style-type: none"> Taking on leadership roles within team games, such as being a team captain or helping to organize games and activities. Developing more responsibility in games, such as refereeing or acting as a mentor to younger children. Encouraging and promoting good sportsmanship, respect, and inclusion within team settings |
| LKS2 Misconceptions | UKS2 Misconceptions |
| <ul style="list-style-type: none"> Speed is more important than control. Throwing comes only from the arms. Rules only apply when the teacher is watching. | <ul style="list-style-type: none"> Dance is just copying movements. Only the arm matters when throwing. Power is more important than accuracy. |

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| Strong Foundations | Teaching time |
| <p>Gross Motor Skills: Children will- 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>All children are taught at least 2 hours of physical education each week. Up and Under Sports coaches work alongside teachers for at least one session per week to deliver lessons which acts as CPD for teachers to continuously develop their sports teaching skills. We use Getset4 PE for our teacher led lessons which introduce a range of different sports to children and where skills progress year on year.</p> |
| Clubs | Cluster sports events |
| <p>Sports clubs run weekly and focus on specific sports each term which link into our local cluster events and aim to promote enjoyment, healthy living and teamwork.</p> | <p>Children from across KS2 are able to participate in cluster sports events throughout the year both competitive and non-competitive sports.</p> |



Physical Education

As an athlete leaving Regis, every child will have:

The skills, confidence, and passion to enjoy a lifelong love of physical activity. We ensure that every child develops fundamental movement skills, teamwork, resilience, and a positive attitude towards health and well-being, empowering them to stay active and thrive in any sport or physical pursuit they choose



Together **E**veryone **A**chieves **M**ore