

# The Nethersole CofE Academy Physical Education Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16  
*(The Message)*



**The Nethersole**  
C of E Academy and Nursery



## The Nethersole CofE Academy Vision and Values

### 'Let Your Light Shine'

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

#### Hope



#### Community



#### Dignity and Respect



#### Forgiveness



#### Wisdom



#### Thankfulness



### Intent

**Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.**

### Implementation

**Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.**

### Impact

**The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.**

**To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'**

*Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16*

Our Vision

**The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' Matthew 5:16**

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.




## Physical Education Long Term Plan












	Autumn	Spring	Summer
EYFS N	<p>Climb stairs, steps and move across climbing equipment using alternate feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>(Birth to 5 Matters)</p> <p><b>Fairytale Adventures</b> <b>Bonfire Night</b></p>	<p>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>(Birth to 5 Matters)</p> <p><b>Superhero Dance</b></p>	<p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>(Birth to 5 Matters)</p> <p><b>A Day at the Beach</b> <b>Dinosaur Dance</b></p>
EYFS REC	<p>First PE Fairy Tale Adventures (Dance)</p> <p>Multi-Skills Word Moves</p>	<p>Gymnastics Enjoy a ball</p> <p>Super Hero (Dance) Tennis</p>	<p>Outdoor Adventure Football fundamentals</p> <p>Athletics</p>
Year 1	<p>Multi-Skills and FUNS Ball Skills</p> <p>Rugby Fundamentals Dance</p>	<p>Gymnastics Indoor Athletics</p> <p>Great Fire of London (Dance) Tennis</p>	<p>Fitness Football fundamentals</p> <p>Athletics</p>










Year 2	Multi-Skills and FUNS Ball Skills  Rugby Fundamentals Jungle Dance	Gymnastics Indoor Athletics  Great Fire of London (Dance) Tennis	Kwick Cricket Football fundamentals  Athletics
3/4 A	Multi-Skills Football  Tag Rugby Greatest Showman (Dance)	Gymnastics Romans (Dance)  Fitness Kwik Cricket	Rounders Tennis  Athletics
3/4 B	Multi-Skills Football  Tag Rugby Eco Warrior (Dance)	Gymnastics Dance  Fitness Kwik Cricket	Rounders Tennis  Athletics
5/6 A	Quicksticks Football  Tag Rugby Vikings (Dance)	Gymnastics Stomp Dance (SWIMMING Y5)  Fitness Kwik Cricket	Rounders Tennis  Athletics
5/6 B	Quicksticks Football  Tag Rugby	Gymnastics Dance  Fitness (SWIMMING Y5)	Rounders Tennis  Athletics

	WW2 dance	Kwik Cricket	
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### Subject Name **Long Term Plan with Values**

	Autumn	Spring	Summer
EYFS N	<p>Climb stairs, steps and move across climbing equipment using alternate feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>(Birth to 5 Matters)</p> <p><b>Fairytale Adventures</b> <b>Bonfire Night</b></p> 	<p>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>(Birth to 5 Matters)</p> <p><b>Superhero Dance</b></p> 	<p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>(Birth to 5 Matters)</p> <p><b>A Day at the Beach</b> <b>Dinosaur Dance</b></p> 
EYFS REC	<p>First PE</p> <p>Fairy Tale Adventures (Dance)</p>	<p>Gymnastics</p> <p>Enjoy a ball</p>	<p>Outdoor Adventure</p> <p>Football fundamentals</p>

	<p>Multi-Skills Word Moves</p> 	<p>Super Hero (Dance) Tennis</p> 	<p>Athletics</p> 
Year 1	<p>Multi-Skills and FUNS Ball Skills</p> <p>Rugby Fundamentals Dance</p> 	<p>Gymnastics Indoor Athletics</p> <p>Great Fire of London (Dance) Tennis</p> 	<p>Fitness Football fundamentals</p> <p>Athletics</p> 
Year 2	<p>Multi-Skills and FUNS Ball Skills</p> <p>Rugby Fundamentals Jungle Dance</p> 	<p>Gymnastics Indoor Athletics</p> <p>Great Fire of London (Dance) Tennis</p> 	<p>Kwick Cricket Football fundamentals</p> <p>Athletics</p> 
3/4 A	<p>Multi-Skills Football</p> <p>Tag Rugby Greatest Showman (Dance)</p> 	<p>Gymnastics Romans (Dance)</p> <p>Fitness Kwik Cricket</p> 	<p>Rounders Tennis</p> <p>Athletics</p> 

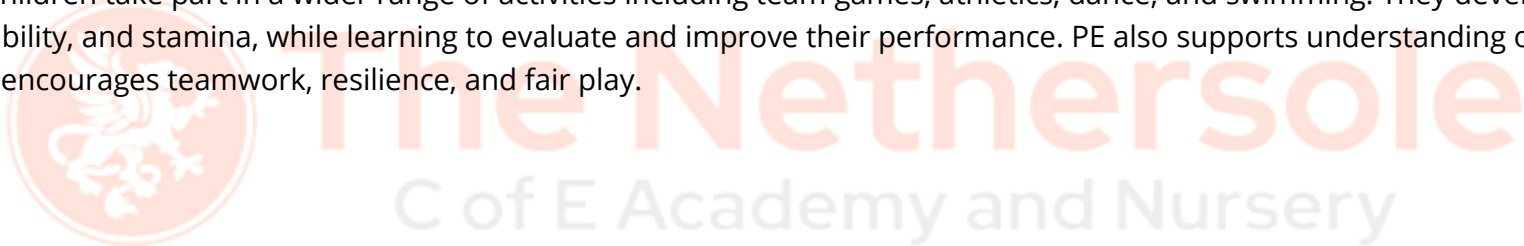
<p>3/4 B</p>	<p>Multi-Skills Football</p> <p>Tag Rugby Eco Warrior (Dance)</p> 	<p>Gymnastics Dance</p> <p>Fitness Kwik Cricket</p> 	<p>Rounders Tennis</p> <p>Athletics</p> 
<p>5/6 A</p>	<p>Quicksticks Football</p> <p>Tag Rugby Vikings (Dance)</p> 	<p>Gymnastics Stomp Dance (SWIMMING Y5)</p> <p>Fitness Kwik Cricket</p> 	<p>Rounders Tennis</p> <p>Athletics</p> 
<p>5/6 B</p>	<p>Quicksticks Football</p> <p>Tag Rugby WW2 dance</p> 	<p>Gymnastics Dance</p> <p>Fitness (SWIMMING Y5) Kwik Cricket</p> 	<p>Rounders Tennis</p> <p>Athletics</p> 

## Definition

**EYFS Definition** - Physical education is embedded within 'Physical Development'. Children learn to move confidently and safely through a range of activities including climbing, running, jumping, and dancing. They develop coordination, balance, and control while using equipment and tools. We encourage children to make healthy choices and understand how their bodies grow and change over time.

**KS1 Definition** - Physical education in Key Stage 1 supports children to develop fundamental movement skills. Through games, dance, gymnastics, and outdoor activities, children learn to move with increasing control, coordination, and confidence. They begin to understand the importance of physical activity for health and well-being and learn how to work both independently and with others.

**KS2 Definition** - Physical education in Key Stage 2 builds on fundamental movement skills and introduces more complex techniques. Children take part in a wider range of activities including team games, athletics, dance, and swimming. They develop strength, flexibility, and stamina, while learning to evaluate and improve their performance. PE also supports understanding of healthy lifestyles and encourages teamwork, resilience, and fair play.



## Physical Education overview adapted from the NC Purpose & Aims

### Whilst studying Physical Education in EYFS, Key Stage 1 and Key Stage 2, children will:

- Develop the knowledge, skills and confidence needed to become physically competent, active and healthy individuals from an early age.
- In **EYFS**, develop gross and fine motor skills through play-based physical activity, improving strength, balance, coordination, spatial awareness and control, in line with the **Physical Development Early Learning Goals**.
- Learn how to move safely and confidently in a range of environments, understanding and managing risks appropriately.
- Engage in a broad and balanced Physical Education curriculum that promotes enjoyment, challenge, inclusion and progression.
- Develop and refine fundamental movement skills, including agility, balance and coordination, and apply these across a range of activities and contexts.
- Participate in a wide variety of physical activities, including games, dance and gymnastics, athletics, outdoor and adventurous activities, and swimming and water safety.
- Perform physical activities with increasing control, precision, fluency and creativity as they move through the school.
- Experience both individual and team-based activities, learning how to cooperate, compete appropriately and communicate effectively with others.
- Develop key personal qualities such as resilience, perseverance, confidence, leadership, teamwork, fairness and respect.
- Learn to evaluate and improve their own performance and that of others, recognising strengths and identifying areas for development.

- Be encouraged to challenge themselves, set personal goals and strive to achieve personal bests.
- Understand the importance of regular physical activity for physical health, emotional wellbeing and mental health.
- Develop positive attitudes towards movement and exercise, fostering a lifelong enjoyment of sport, physical activity and healthy lifestyles.

## **Physical Education Threads / Key Concepts**

### **Fundamental Movement Skills**

#### **EYFS**

- Explore and practise basic movements through play (running, jumping, climbing, throwing, catching).
- Develop confidence in moving in different ways and environments.

#### **KS1**

- Develop and improve fundamental movement skills.
- Begin to combine movements and apply them in simple games and activities.

#### **KS2**

- Refine and confidently apply a wide range of fundamental skills.
- Select and adapt movements effectively across different sports and physical activities.
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## **2. Physical Competence and Performance**

#### **EYFS**

- Move with growing confidence, control and independence.
- Begin to show awareness of how their body moves in space.

#### **KS1**

- Perform basic skills with increasing control and coordination.
- Begin to link movements smoothly.

#### **KS2**

- Perform complex sequences with precision, fluency and consistency.
- Apply skills confidently in competitive, creative and performance-based contexts.

### **3. Healthy Bodies and Lifestyles**

#### **EYFS**

- Understand the importance of being active.
- Begin to talk about how physical activity makes them feel.

#### **KS1**

- Recognise the link between exercise, health and wellbeing.
- Understand the importance of warming up and cooling down.

#### **KS2**

- Understand how physical activity affects the body (e.g. heart rate, stamina, strength).
- Make informed choices about healthy, active lifestyles.

### **4. Agility, Balance and Coordination**

#### **EYFS**

- Develop balance, coordination and strength through play and exploration.
- Experiment with stopping, turning and changing direction.

#### **KS1**

- Improve agility, balance and coordination in a range of activities.
- Apply ABC skills within games, gymnastics and dance.

#### **KS2**

- Demonstrate strong agility, balance and coordination in increasingly complex activities.
- Maintain control and efficiency when performing at speed or under pressure.

## 5. Creativity and Expression

### EYFS

- Explore movement creatively to express ideas, feelings and imagination.
- Respond to music and stimuli through movement.

### KS1

- Create and perform simple movement sequences.
- Explore dynamics, speed and shape.

### KS2

- Create, refine and perform complex sequences with control and expression.
- Evaluate and improve creative performance.

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## 6. Communication, Teamwork and Leadership

### EYFS

- Take turns, share equipment and play cooperatively.
- Begin to communicate ideas through movement and play.

### KS1

- Work cooperatively in pairs and small groups.
- Begin to understand roles, simple rules and fair play.

### KS2

- Communicate effectively within teams.
- Take on leadership roles and demonstrate respect, fairness and sportsmanship.

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## 7. Competition and Personal Challenge

### EYFS

- Explore challenge through physical play.
- Show pride in achievements and willingness to try again.

**KS1**

- Take part in simple competitive activities.
- Learn to win and lose appropriately.

**KS2**

- Participate in competitive contexts against self and others.
- Set personal goals, strive for personal bests and demonstrate resilience.
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**8. Evaluation and Improvement****EYFS**

- Begin to talk about what they have done or enjoyed in physical activity.
- Respond positively to encouragement and simple feedback.

**KS1**

- Describe what they and others have done well.
- Identify simple ways to improve performance.

**KS2**

- Evaluate performance using appropriate language.
- Use feedback and self-assessment to improve techniques and outcomes.
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**9. Safety and Risk Management****EYFS**

- Learn to move safely and follow simple instructions.
- Begin to recognise basic boundaries and risks.

**KS1**

- Understand simple rules for safe participation.
- Use equipment and space safely.

**KS2**

- Take responsibility for safety during activities.
- Manage risk independently and support the safety of others.

## 10. Enjoyment and Lifelong Participation

### EYFS

- Develop enjoyment and confidence in movement and physical play.
- Show enthusiasm for being active.

### KS1

- Develop positive attitudes towards physical activity.
- Find enjoyment in a range of physical activities.

### KS2

- Develop motivation and confidence to engage in physical activity beyond school.
- Understand the value of lifelong participation in sport and exercise.

## Disciplinary Concepts

### EYFS

- Explore how their body moves through play and physically active experiences.
- Begin to make simple movement choices (e.g. where to move, how fast or slow).

### KS1

- Observe and describe basic movements in themselves and others.
- Make simple decisions about movement in games and activities.

## **KS2**

- Analyse movement and performance using appropriate language.
- Make increasingly tactical and strategic decisions in a range of contexts.

## **Practice, Repetition and Refinement**

### **EYFS**

- Practise movements through repetition and play.
- Show enjoyment in repeating actions to gain confidence.

### **KS1**

- Understand that practising skills helps them improve.
- Refine movements with increasing control and consistency.

### **KS2**

- Engage in purposeful practice to refine techniques.
- Apply feedback to improve precision, fluency and effectiveness.

## **Performing and Applying Skills in Context**

### **EYFS**

- Apply movements in a range of playful and imaginative contexts.
- Begin to link movements together.

### **KS1**

- Apply basic skills in simple games, dance and gymnastics.
- Begin to transfer skills between activities.

### **KS2**

- Select, adapt and combine skills effectively.
- Apply skills confidently in competitive, creative and performance contexts.

## Evaluation and Feedback

### EYFS

- Talk about what they have done or enjoyed.
- Respond positively to praise and simple guidance.

### KS1

- Identify what they and others have done well.
- Suggest simple improvements.

### KS2

- Evaluate performance objectively using specific terminology.
- Use self, peer and teacher feedback to improve outcomes.

## Rules, Tactics and Strategy

### EYFS

- Follow simple rules and instructions in physical play.
- Begin to understand turn-taking and fairness.

### KS1

- Understand and apply basic rules in games.
- Begin to make simple tactical decisions.

### KS2

- Understand how rules, tactics and strategies influence performance.
- Adapt play based on opponents, teammates and conditions.

## Health, Fitness and the Body

### EYFS

- Recognise that being active is good for them.
- Begin to identify how activity makes their body feel.

**KS1**

- Understand basic links between exercise and health.
- Learn the importance of warming up and cooling down.

**KS2**

- Understand how activity affects the body (e.g. heart rate, strength, stamina).
- Make informed choices to support an active, healthy lifestyle.

**Safety and Risk Management****EYFS**

- Follow safety rules with support.
- Begin to recognise hazards in physical environments.

**KS1**

- Use space and equipment safely.
- Follow rules to reduce risk.

**KS2**

- Manage risk independently in physical activity.
- Take responsibility for their own and others' safety.

**Communication and Collaboration****EYFS**

- Play alongside and with others.
- Use simple communication in physical play.

**KS1**

- Work cooperatively in pairs and small groups.
- Communicate ideas verbally and through movement.

**KS2**

- Communicate effectively in team situations.
- Demonstrate leadership and support others' participation.

## **Competition, Ethics and Sportsmanship**

### **EYFS**

- Begin to cope with turn-taking- and simple challenge.
- Show pride in personal achievement.

### **KS1**

- Take part in competitive activities appropriately.
- Learn to win and lose fairly.

### **KS2**

- Compete with integrity, resilience and respect.
- Demonstrate sportsmanship and ethical behaviour consistently.

## **Self-Reflection and Personal Development**

### **EYFS**

- Gain confidence in physical activity.
- Show a willingness to try new movements.

### **KS1**

- Identify personal strengths and simple targets for improvement.
- Build confidence through success and effort.

### **KS2**

- Set personal goals and reflect on progress.
- Develop resilience, self-belief and motivation.



# The Nethersole

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