Malvern Primary School – PE & Games Curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Malvern's curriculum provides pupils with the knowledge they require in order to thrive.

- **motor competence** – knowledge of the range of movements that become increasingly specific to sport and physical activity
- **rules, strategies and tactics** – knowledge of the conventions of participation in different sports and physical activities
- **healthy participation** – knowledge of safe and effective participation

Adapting the curriculum for pupils with SEND

- Teachers at Malvern plan lessons carefully to anticipate and overcome barriers that may arise through adaptive teaching techniques
- Teachers identify and break down components of the curriculum into manageable chunks to promote cognition and learning. At times, these steps may look different that they do for most pupils, to avoid overload on working memory.
- Teachers make use of scaffolds to support learners where appropriate.
- Overlays, spaced or enlarged print and audio description of images may be utilised

Malvern Primary School – PE & Games Curriculum

Aspect	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Gymnastics	· Moves in a range of ways developing special awareness and holds a pose. · Climbs and moves across equipment with increasing control. · Use large muscles movements to develop core strength.	· Develop confidence moving in a range of ways. · Move fluently with control and grace. · Build overall body strength balance and agility. I can jump of an object and land appropriately.	I can move and balance in wide, narrow and curled ways. I can make my movements flow. I can apply champion gymnastics. I can perform movements on the floor and apparatus. I can understand the difference between each type of movement. I can support my peers and share apparatus.	I can link movements and balances together. I can make my movements flow. I can apply champion gymnastics. I can perform movements on the floor and apparatus. I can create a sequence that flows in a group with my peers. I can support my peers and share apparatus.	I can perform movements in cannon and unison. I can make these movements 'excellent'. I can perform these movements on the floor and apparatus. I can link these movements together forming a sequence. I can work effectively in a group and make adaptations. I can support my peers and share apparatus.	I can create a sequence including movements and balances. I can include changes of level and direction in my sequence. I can understand what it means to change level and direction. I can ensure that my sequence flows. I can work effectively in a group and make adaptations. I can support my peers and share apparatus.	I can execute a variety of jumps. I can jump and land safely. I know what is meant by flight. I can perform these jumps on the floor and apparatus. I can create a sequence that flows. I can use reflection and decision making in a group to make adaptations to my sequences. I can identify my strengths and weaknesses and find a way to improve them.	I can explain the difference between matching and mirroring. I can create a sequence that includes matching and mirroring. I can ensure my sequence is executed with accuracy. I can use a range of apparatus in my sequence. I can use evaluation and decision making in a group to make adaptations to my sequences. I can identify my strengths and weaknesses and find a way to improve them. I can receive constructive feedback to improve my sequence.
Gymnastics Vocabulary	Balance Travel Move Control Climb	Crawl Hop Balance Slither Walk Run Jog Gallop	Wide Narrow Curled Jump Travel Balance Roll Flow Champion	Jump Travel Balance Roll Flow Linking Sequence Champion	Cannon Unison Jump Travel Balance Roll Sequence Apparatus Extension Excellent Gymnastics	Jump Travel Balance Roll Levels Direction Flow Control Extension Excellent Gymnastics	Flight Jump Travel Balance Roll Land Swing Levels Cannon Unison Adaptations Control Flow Excellent Gymnastics	Matching Mirroring Jump Balance Travel Roll Flow Levels Accuracy Adaptations Strengths Weaknesses Constructive feedback Excellent Gymnastics

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Aspect	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Ball Skills (Hands & Feet)	• Use large muscle movements to wave flags and streamers to develop core strength • Develops core strength by climbing and moving across equipment	• I can kick given equipment at a target. • Build overall body strength balance and agility. • I can throw given equipment at a target.	• I can develop bouncing: Sending with control • I understand aiming with accuracy • I can use power and speed when sending a ball • I know some was for stopping a ball • I can develop stop- ping: combining sending skills	• I can develop passing and receiving: keeping possession • I can develop dribbling: Keeping possession • I can develop drib- bling to score a point • I know how to combine dribbling, passing and receiving • I can combine dribbling, passing and receiving to score a point				
Vocab	Balance, Travel, Move, Control, Climb	Turn, Touch, Under, Over, Around, Balance, Travel, Move, Control, Climb	Possession, Space, Control, Attacker, Dribbling, Accuracy, Power	Attacker, Defender, Possession, Space, Dribbling, Passing				
Attack v Defence	• Moves in a range of ways and holds a pose. • Find a space with support from an adult. • Travel around objects.	• Develop confidence moving in a range of ways. • Find a space considering other people around me. • As I travel, negotiate space and obstacles safely around the room.	• I understand the principles of attack • I can apply attacking principles • I understand the principles of defense • I can apply defensive principles • I can consolidate attacking and de- fending	• I understand at- tacking as a team • I understand de- fending and attacking s a team • I understand the transition between attack and defense • I can create and apply attacking tactics • I can create and apply defensive tactics				
Vocab	Hold, Pose, Run, Walk, Space, Touch, Around Balance, Travel Move, Control, Climb	Crawl, Hop, Balance, Slither, Walk, Run, Jog Gallop, Turn, Touch, Under, Over, Around Balance, Travel, Move Control, Climb	Attacker, Defender, Space, Rules, Tactics, Team	Attacker, Defender, Space, Tactics, Transition, Team				

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Aspect	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Outdoor Adventurous Activities	• Climbs and moves across equipment with increasing control.	• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk	• I can develop teamwork skills in pairs • I can work in a small team to complete a challenge successfully • I understand what it means to be an effective team • I understand why everyone must be included • I can start to make simple tactics. • I can develop life skills such as empathy and fair-ness., courage and self- belief	• I can move showing refined agility, balance and coordination, applying this into fitness activities. • I can demonstrat e an under-standing of agility, balance and coordination , • I can apply skills such as empathy and fairness to collabo- rate • I can apply honesty and self- belief to improve my performance	• I can work as part of a team to complete different problem solving challenges successfully. • I understand what makes an effective team and understand my role within the team • I can develop my collabo-ration and communication skills. • I can develop my ability to remain positive and try my best in every challenge.	• I can work within a team to find effective strategies and tactic to complete challenges successfully. • I can evaluate and improve strategies to solve problems • I can develop life skills such as trust and collaboration, working effectively with team mates • I can demonstrate leader- ship attributes and take responsibility for my team.	• I can follow a simple map and use it to navigate. • I can work effectively with a partner or small group. • I can take on a variety of roles within the group and under- stand the importance of differ- ent roles. • I can orientate a map correct- ly. • I can locate several points on a map. • I can encourage others in my team and include everybody. • I can use the key on a map.	• I can orientate a map, locate points on the map, then travel to them and record what they find. • I understand the consequences of not collaborating effectively? • I understand why we need to orientate a map? • I know what is a key on a map used for? • I know what strategies and tactics can be used • I can work as a team to think about our ideas collectively? • Can we manage our time and return to base on time
Vocabulary	Resilience, Strength	Create, Problem, Solve	Teamwork, inclusion, communicatio n, cooperation, trust, team member, fairness, courage, motivation	Attacker, defender, agility, balance, coordination, hand-eye coordination, throwing, aiming, dribbling, warm up	Communication, tactics, team-work, strategy, attacker, de-fender, tag, responsibility, listening, trust, collaboration	Communication, tactics, team-work, strategy, non-verbal communication, verbal communication, adapt, listening, support	Teamwork, strategy, tactics, communication, control point, scale, route, out of bounds, symbol, leadership, responsibility, cooperation	Teamwork, strategy, tactics, communication, control point, scale, route, out of bounds, symbol, leadership, responsibility, cooperation

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Aspect	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Dance	· Use large muscles movements to wave flags and streamers. · Copy patterns of music. · Join in with well-known nursery rhymes.	· Move fluently with control and grace. · Perform well known nursery rhymes.	• I can move my body with big actions • I know how to add movements together to create a simple sequence • I can create a variety of 'small body' movements linked to a theme • I know how to move in relation to the music, responding with appropriate movements and actions. • I understand what is meant by expression, showing this in my movement.	• I can respond to different stimuli. • I can develop whole group movement • I know how to apply 'flow' to movements, moving from one action to another without topping. • I understand what a motif is and can create a mini sequence and repeat it. • I know how to use movements to tell a story.	• I can move staying in char- acter in order to tell a story through movement • I understand why it is important to explore a variety of movements • I know how to develop characterisatio n, exploring characters that are opposites. • I know why it is important to perform like an 'excellent dancer' • I can peer and self assess, identifying strengths and weaknesses in performances	• I can develop a sequences with a partner in character to show interlinking dance moves. • I know how to reflect and evaluate, making accurate improvement to performances . • I can create a sequence in a pair, applying flow and challenging creativity. • I know what is meant by emotion and can include this in my choreography	• I know how to perform accurately and convincingly in character with big bold actions. • I can include a change of speed in movements. • I know what canon and unison are • I can include unison and canon elements in my performances. • I know how to create a sequence, accurately combining movements with flow and accurate timings	• I know how to make effective evaluations of an individual or pairs performances suggesting strengths and weaknesses. • I can perform at an 'excellent standard' with accurate timings and fluidity., explaining why this is important • I know what choreograph y means. • I can include a change of speed and dynamic in movement
Vocab	Move Control Copy Sing Action	Control Balance Hold Sing Dance Actions	Movement, actions, experiment, perform, travel balances	Respond, stimuli, improvisation, physical descriptions, contrast, movement sequence, relation-ships, perform	Character, expression, respond creativity, performance, link, Interconnect	In character, flow sequence, improve, level, unison, sequence of movements, adapt, reaction	Control, still, balanced, exaggerated, express, flow, movements, choreography choreographing	Controlled, effectively, connecting balances, flow, clarity, fluency, accuracy, consistency, expression, creativity, emotion, change of speed, accurate timing

Malvern Primary School – PE & Games Curriculum

Aspect	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Football			• I can dribble the ball. • I can find space on the field • I can pass to a partner • I can receive a ball from a partner • I can show some parts of technique to control the ball • I can understand the terms attack and defence. • I can work as part of a team	• I can show some level of technique when dribbling with different parts of the foot • I can change speed and direction when dribbling • I can explain why we keep possession • I can suggest ways for my team to improve • I can encourage others even when they make a mistake • I can show different ways of turning • I can receive the ball and move into space. • I can pass around a de- fender • I can apply some rules in game situations. • I can show some technique points for shooting • I can shoot without the ball stopping • I can suggest ways of creating a goal scoring opportunity. • I can suggest simple tactics.	• I can show technique points for dribbling, passing, control and shooting. • I can produce attacking situations and goalscoring opportunities. • I can show correct defending technique • I can understand why we defend. • I can understand when I am defending • I can prevent an opponent from passing me when de- fending. • I can apply pressure to my opponent when defending. • I can explain and show close distance defending. • I can mark players off the ball. • I can draw a goalkeeper into different positions when shooting • I can reflect on my own performance • I can enforce some rules when officiating games • I can execute a range of defensive/ attacking tactics • I can evaluate my tactical effectiveness.	• I can show technique points for dribbling, passing, control, turning and shooting. • I can outwit an opponent keeping possession. • I can create attacking and defensive opportunities • I can officiate games and enforce specific rules. • I have a secure knowledge of the rules of the game. • I respect the rules during games • I understand defensive tactics • I can explain the roles of others in their team tactics • I am able to communicate positively to others in my team and give instructions. • I can create responsibilities for others during a game. • I take on different roles (captain, manager, referee).
Vocab			Dribble, space, pass, receive, attack, defence.	Attacker, defender, dribbling, marking, tackling, passing, referee, shooting, tactics.	Attacker, defender, dribbling, marking, tackling, passing, referee, shooting, tactics, man to man, pressure, evaluate.	Attacker, defender, dribbling, marking, tackling, passing, referee, shooting, tactics, man to man, pressure, evaluate, captain, manager,.

Malvern Primary School – PE & Games Curriculum

Aspect	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Tag Rugby			• I know how to carry the ball when moving by using two hands. • I can pass the ball using a 'swing' pass technique and can receive the ball. • I understand how to score a try. • I know where to stand when receiving the ball from a pass. • I can tag correctly.. • I understand why the ball carrier needs to move forwards when running with the ball. • I can combine passing and moving to create attacking opportunities.	• I know where to stand after the ball has been tagged. • I know where to stand when we are defending. • I understand how and why we need to support the ball carrier when attacking. • I can explain the consequences of an inaccurate pass, dropping the ball or running off the pitch in a game, • I can combine passing and moving to create an attack and score.	• I know when, where and why we apply a mini pass in a game situation. • I can release the ball quickly after being tagged. • I can apply a loop pass in a game situation, explaining when, where and why. • I can explain what offside means, showing where to stand depending on attacking or defending. • I can explain various passes that can be used within a game situation.	• I can apply different attacking tactics in games • I can (alongside my team) position myself to defend appropriately. • I know why we need to reduce the space when defending, apply pressure on attackers.
Vocab			Attackers, defender, possession, dodge, try, tagging, tag, ball carrier	Space, attacker, defender, forward pass, offside	Tactics, transition, outwit, off-side, loop pass, mini pass	Tactics, transition, offside, formation, knock on, advantage
Hockey			• I can dribble the ball. • I can hold a hockey stick safely • I know why we need to keep the ball under control when dribbling. • I can pass the ball, adopting the correct technique. • I can receive the ball having control and adopting the correct technique	• I know where it is a good place to show from and can explain why. • I can tackle safely, explain- ing why it is important. • I know when to pass to a member of my team either close or further away. • I can explain the differences between intercepting, blocking and tackling.	• I can use 'man to man marking' in a game. • I can combine passing and dribbling to create in an attack, resulting in successful shooting. • I understand what the term 'goal-side' means. • I know when and why to apply different methods of defending, tackling, marking, blocking or intercepting.	• I understand that once we regain possession, we become attackers. • I can apply different attacking tactics during a game to create shooting opportunities. • I know how different defending tactics can be applied during a game. • I know how to officiate games fairly, applying the rules of the game
Vocab			Attacker, defender, possession, space, intercepting, shooting, barrier	Attacker, defender, dribbling, marking, tackling, blocking, free hit	Tactics, marking, attack, counter attack, man-to-man marking, goal side	Tactics, attack, defending, counter attack, free hit

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Aspect	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Cricket			• I know how and why to throw a ball overarm with power and distance • I know How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball. • I know how to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder. • I know where to stand when we are fielding and have a clear understanding why we have chosen that particular position • I know how to outwit the fielding team by varying the speed and direction we strike the ball.	• I know how to bowl underarm, varying the speed at which we bowl depending on who is batting. • I know why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs. • I know how to outwit the fielding team when batting by varying the speed and direction we strike the ball. • I know how and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.	• I know where to strike the ball when we are batting depending on where the fielders are standing in order to score runs • I know how to create and apply simple fielding and batting tactics in order for their team to be successful. • I know how and why the role as a batter may change de- pending on the situation of the game. • I know where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their oppo- site hand towards the wicket (stumps).	• I know how and when to apply a range of fielding skills into mini games. • I know why we need to attack the ball when we are fielding and why when need to apply pressure to the batters. • I know how to umpire and score in a mini game of cricket, applying the correct signals when umpiring. • Pupils will continue to develop their knowledge of how to implement a broad range of skills.
Vocab			Throwing, Catching, Outwit, Striking, Batting, Fielder, Out	Retrieving, Bowling, Strike, Batting, Fielding, Long Barrier	Tactics, Bowling, Run out, Wicket Keeper, No Ball, Wide, Bye	Tactics, Umpire, Boundary, Four Runs, Six Runs, Over

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Tennis			• I know where to throw (hit) the ball on the court. • I know why we need to throw (hit) the ball into space on the court. • I know why we need to control the ball when playing a shot. • I know why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball. • I know how and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting the ball. We swing the racket low to high. • I understand the consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court. *Our opponent wins a point.	• I can demonstrate what the ready position looks like. • I know how to use their racket to direct the ball towards a space to win a point. • I know how we can out- wit our opponent during a mini game. • I know how and why we execute a basic backhand shot in a mini game. A backhand is a shot in which we hit the ball with our arm across our body with the back of our hand facing the ball. We swing the racket low to high. • I know when to apply either a forehand or back- hand shot in a game situation.	• I know when and where to play a volley shot in a mini game. • I know when and where we serve in a mini game. • I know where we stand on the court when applying a volley shot in a mini game. • I know where to serve to make it harder for our opponent to return the ball. We aim for the outside corner, forcing our opponent wide. This opens up lots of space on the court for our next shot. • I know how to apply our prior learning of how we can win a point whilst playing with a partner (doubles).	• I know how to use the correct scoring system during a mini game. • I know how to organise, umpire and manage round robin games. • I know when, where and why we are selecting to play a shot (forehand, back or volley) to win a point. • Pupils will continue to develop their knowledge of how to implement a broad range of skills.
Vocab			• Outwit, Space, Return, Recover, Base- line, Forehand, Rally, Out	• Outwit, Space, Accuracy, Power, Baseline, Forehand, Rally, Out, Backhand	• Tactics, Outwit, Space, Accuracy, Forehand, Backhand, Volley, Serve	• Tactics, Space, Outwit, Forehand, Backhand, Volley, Doubles, Serve

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Aspect	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Athletics			• I can accelerate when running and understand the term. • I know how to run when running for speed • I can run at speed in part of a team • I know how to throw for distance. • I understand why the correct technique for throwing dis- tance is essential for throwing further.	• I understand why it is important to pace your- self when running for distance • I know how to use my body to throw a greater distance • I know why we need to increase our stride pat- tern to maintain speed during the middle third of a race • I can use my body to jump as far as possible, using a combination of	• I know why we need to maintain speed until we cross the finish line. • I know when and where changeovers take place on a curved track. • I know how to hurdle safe- ly and can apply the cor- rect technique • I can evaluate my own and others sprinting tech- nique, making suggestions on how to improve perfor- mance.	• I know why we need to apply accurate head, arm and foot technique to run quicker. • I know the tactics of a race when needing to pace my- self. • I can transfer my body weight to push the shot put and throw the javelin further • I know why we need to select certain pupils for cer- tain events to be a success- ful team
Vocab			Accelerate, relay, baton, change- over, throw, accuracy, target, distance, technique, standing long jump	Compete, develop, perfor- mance, javelin, technique, skipping, ball of feet, light, springy, pumping, bend	Finish, evaluate, improvement, stride pattern, sprinting, long distance, javelin, shot put, obstacles, hurdles	Awareness, abilities, stride pat- tern, baton, technique, steady pace, breathing, refine
HRE			• I understand why keeping healthy an active is important • I know why we need to move and keep active. • I know how to move in different ways with confidence. • I know why our heart beats faster	• I know what agility means • I know what coordination means • I know why we need to be agile when playing sport • I know what balance means • I know why we need to have good hand/feet eye coordination • I know how motivation can help my performance.	• I understand why it is im- portant to warm up before playing sport. • I know what happens to my heart and muscles when we play sport. • I know why we need to keep fit and healthy. • I understand what we mean by emotion and how different emotions make us feel. • I understand the importance of a cool down.	• I understand how to lead a fit and healthy lifestyle • I understand what the cardi- ovascular system is and what it does • I understand what aerobic fitness is • I know what we mean by fitness • I can show and explain why flexibility is important to sport. • I can show why and how strength is used in sport. • I can plan and deliver a 10 station circuit. • I can explain the dangers of not living a fit and heathy

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Vocab			Healthy, moving, active, heart, focus. direction	Agility, coordination, agility, balance, coordination, motivation.	Warm up, heart, muscles, emotion, cool down	Fitness, cardiovascular, flexibility, strength, aerobic, circuit.