



**St Anne Line Catholic Infant School**  
**Physical Education Curriculum**  
**Progression of Knowledge and Skills, Vocabulary**  
**and Long Term Plan**



## School Mission, Vision and Context

### Mission Statement

With Jesus, We Love, We Learn, We Pray.  
Together, we grow Our School each day.

### Our Vision and Ethos

We aim to instil a love of learning, with Christ at the centre of all we do. Guided by the principle of 'En Magna Constantia'—In Great Constancy—we lay the foundation for a lifelong journey of discovery. We inspire resilience and independence in our learners, encouraging them to remain steadfast and always strive to reach their full potential, no matter the challenges they face.

### Context of our school

Our school serves a rich and diverse school community where families come from many different cultures and speak a wide variety of languages. Our mission is to serve the families of Basildon who would like their children to receive a Catholic education.

### This means in PE

- Many children begin their Physical Education journey with moderate to good starting points in gross motor skills.
- We have a unique and diverse school community where pupils celebrate both their similarities and differences through physical activity and sport.
- Across the school, we value and recognise the many cultures and languages represented, using PE as an opportunity to share games, traditions and teamwork values from around the world.
- Language development is embedded in PE, with teachers supporting all children — including those with SEND — by modelling key vocabulary, breaking down instructions and scaffolding communication in physical tasks.
- Our PE curriculum promotes personal growth, resilience and teamwork, inspired by the values of our Catholic faith, which guide how we play, compete and care for one another.



**Nursery**  
**Physical Development - Gross Motor Skills**

Dance and Multi-Skills is taught weekly by a skilled PE Specialist Teacher

2-3 years	3-4 years
<p>Across the year, children develop confidence, coordination, and independence, exploring spaces, climbing, running, jumping, throwing, and catching. They move to music, build with blocks, use ride-on toys, and begin managing self-care tasks like dressing and pouring drinks.</p>	<p>Across the year, children develop confidence, coordination, and control in gross motor skills. They ride scooters and tricycles, climb, hop, skip, throw, catch, aim, and balance. They use large-scale movements, cross the midline, move creatively to music, perform dances, and work collaboratively to carry and manage larger objects.</p>

**Reception**  
**Physical Development- (Prime area)**

Across the year, children develop confidence, coordination, and control in gross motor skills. They hop, skip, jump, balance, and cross the midline, build core and overall body strength, use climbing and wheeled equipment, and refine ball skills including throwing, catching, kicking, and batting. They move energetically, negotiate space safely, and collaborate to manage larger equipment.

Dance is taught weekly by a skilled specialist teacher.

Autumn		Spring		Summer	
<b><u>Gross Motor</u></b>	<b><u>Gross Motor</u></b>	<b><u>Gross Motor</u></b>	<b><u>Gross Motor</u></b>	<b><u>Gross Motor</u></b>	<b><u>Gross Motor</u></b>
Children will know how to hop, skip, jump, stand on one leg.	Children will be able to cross the mid-line in their gross motor movements.	Children will develop their overall body	Children will develop their ball skills (throwing, catching,	Negotiates space with increasing control,	Children demonstrate strength and



<p>Children will cross the midline in their gross motor movements.</p> <p>Children will use large muscle movements to make marks.</p> <p>Build their confidence in using a range of wheeled resources: bikes, trikes, scooters, scooter boards.</p>	<p>Children can collaboratively move large resources.</p>	<p>strength to use a range of climbing equipment.</p> <p>Develop core strength to transition from one movement to another</p>	<p>kicking, passing, aiming, using bats).</p> <p>Revise and refine fundamental movements: rolling, crawling, jumping, jumping, hopping, skipping, climbing)</p>	<p>considering the safety of themselves and others.</p> <p>Children move energetically with confidence.</p> <p>Children can throw, catch, kick and bat different sized balls.</p>	<p>coordination when using play equipment.</p>
---	---	---	---	---	--



## Physical Education Curriculum

This curriculum aligns with national standards while embedding recent research insights to improve accessibility, engagement, and overall physical activity in schools. This curriculum is adapted yearly to align with our pupils and recent government research.

## Physical Education Curriculum framework

### 1. Fundamental Movement Skills:

#### ○ Objectives:

- Develop basic movements such as running, jumping, throwing, and catching.
- Enhance balance, agility, and coordination.

#### ○ Activities:

- Obstacle courses to promote agility and balance.
- Throwing and catching drills using various equipment to improve hand-eye coordination.

### 2. Team Games:

#### ○ Objectives:

- Introduce simple tactics for attacking and defending.
- Foster teamwork and communication skills.

#### ○ Activities:

- Modified games like tag or relay races that require strategic thinking and collaboration.
- Non-contact versions of sports, such as touch rugby, to ensure inclusivity and safety.

### 3. Dance/ Gymnastics:

#### ○ Objectives:

- Encourage expression through movement.



- Develop rhythm and coordination.
- **Activities:**
  - Simple choreographed routines to various music genres.
  - Opportunities for students to create and share their own dance sequences.

### **Incorporating Recent Research:**

The 2023 Ofsted report, "Levelling the Playing Field," highlights the need for a broad and ambitious PE curriculum. It emphasizes the inclusion of diverse activities, such as dance and outdoor adventurous activities, which are often underrepresented.

[gov.uk](https://www.gov.uk)



## PE Curriculum Long Term Plan KS1

Year Group	Year 1			Year 2		
<b>Term and PE Focus</b>	<p style="text-align: center;">Autumn</p> <p style="text-align: center;"><b>Fundamental Movement Skills &amp; Team Games</b></p> <p style="text-align: center;">Focus: Developing coordination, balance, agility, and teamwork.</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;"><b>Dance &amp; Gymnastics</b></p> <p style="text-align: center;">Focus: Developing expression through movement, coordination, and balance.</p>	<p style="text-align: center;">Summer</p> <p style="text-align: center;"><b>Outdoor activities and multi-skills</b></p> <p style="text-align: center;">Focus: Engaging with outdoor environments and developing athletic skills.</p>	<p style="text-align: center;">Autumn</p> <p style="text-align: center;"><b>Refining Fundamental Skills &amp; Team Games</b></p> <p style="text-align: center;">Focus: Enhancing coordination, balance, and teamwork.</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;"><b>Dance &amp; Gymnastics Progression</b></p> <p style="text-align: center;">Focus: Developing expressive movement, sequencing, and gymnastic skills.</p>	<p style="text-align: center;">Summer</p> <p style="text-align: center;"><b>Athletics &amp; Outdoor Adventurous Activities</b></p> <p style="text-align: center;">Focus: Developing athletic skills and problem-solving in outdoor settings.</p>
<b>Skills</b>	<p><b>Week 1-2:</b> Introduction to movement skills – running, jumping, hopping, skipping.</p> <p><b>Week 3-4:</b> Throwing and catching (beanbags, soft</p>	<p><b>Week 1-3:</b> Exploring movement to music – copying simple rhythms and patterns.</p> <p><b>Week 3-6:</b> Creating small group dance sequences with a theme (e.g., animals, weather).</p>	<p><b>Week 1-2:</b> Outdoor challenges – obstacle courses, simple orienteering activities.</p> <p><b>Week 3-4:</b> Introduction to striking and hitting skills (e.g., tapping a ball with a bat).</p>	<p><b>Week 1-2:</b> Revisiting and extending running, jumping, dodging, and balancing.</p> <p><b>Week 3-4:</b> Advanced throwing and catching games – using different</p>	<p><b>Week 1-3:</b> Dance composition – creating expressive movements based on stories.</p> <p><b>Week 3-6:</b> Group choreography – synchronisation and coordination in movement.</p>	<p><b>Week 1-2:</b> Athletics – jumping for distance, sprinting for speed, basic endurance runs.</p> <p><b>Week 3-4:</b> Outdoor challenges – problem-solving in pairs and small teams.</p>



	<p>balls, scarves) to build coordination.</p> <p><b>Week 5-6:</b> Teamwork activities – listening, following instructions, sharing.</p> <p><b>Week 7-8:</b> Simple invasion games – moving into space, dodging, tagging.</p> <p><b>Week 9-10:</b> Ball control activities – dribbling, passing with feet and hands.</p> <p><b>Week 11-12:</b> Cooperative relay races and team challenges.</p> <p><b>Assessment:</b> Participation in team activities, ability to follow</p>	<p><b>Week 7-8:</b> Basic gymnastic movements – rolling, balancing, jumping safely.</p> <p><b>Week 8-9:</b> Travelling and exploring different ways to move (crawling, sliding, galloping).</p> <p><b>Week 9-10:</b> Creating simple movement sequences with balance and jumps.</p> <p><b>Week 11-12:</b> Small group performances – linking movements into a short routine.</p> <p><b>Assessment:</b> Observational assessment of coordination, balance, and movement confidence.</p>	<p><b>Week 5-6:</b> Multi-skills festival – incorporating jumping, throwing, sprinting events.</p> <p><b>Week 7-8:</b> Exploration of outdoor games and physical activity games.</p> <p><b>Week 9-10:</b> Fun physical activity games.</p> <p><b>Week 11-12:</b> Reflection and consolidation.</p> <p><b>Assessment:</b> Engagement in creative movement, confidence in outdoor activities.</p>	<p>speeds and heights.</p> <p><b>Week 5-6:</b> Teamwork activities – encouraging leadership roles.</p> <p><b>Week 7-8:</b> Introduction to attacking and defending principles in small-sided games.</p> <p><b>Week 9-10:</b> Ball games – passing, dribbling, shooting with increased accuracy.</p> <p><b>Week 11-12:</b> Mini-competitions, focusing on participation and effort.</p> <p><b>Assessment:</b> Understanding of teamwork,</p>	<p><b>Week 7-8:</b> Gymnastics – developing sequences with rolls, balances, and controlled landings.</p> <p><b>Week 8-9:</b> Working with a partner – mirroring and counterbalancing activities.</p> <p><b>Week 9-10:</b> Travelling at different speeds and levels, linking movements.</p> <p><b>Week 11-12:</b> Group presentations of gymnastics sequences.</p> <p><b>Assessment:</b> Creativity in dance, confidence and fluency in movement patterns.</p>	<p><b>Week 5-6:</b> Throwing for accuracy and distance (beanbags, small balls, vortex throws).</p> <p><b>Week 7-8:</b> Fun sports day activities, applying all learned skills.</p> <p><b>Week 9-10:</b> Incorporating jumping, throwing, sprinting events in a festival.</p> <p><b>Week 11-12:</b> Reflection and consolidation.</p> <p><b>Assessment:</b> Control in athletic events, teamwork in outdoor activities.</p>
--	--	--	---	---	--	--



---

---

	simple tactical instructions.			application of basic tactics.		
--	-------------------------------	--	--	-------------------------------	--	--