

Physical Education at Springfield

Our vision

At Springfield, we know that all children are entitled to an excellent physical education and we believe that all children can develop the competence to excel in a broad range of physical activities. We understand the importance of a well-structured and ambitious PE curriculum in promoting life-long habits of physical activity with the potential to positively impact our children's long term physical and mental health and wellbeing. Our high quality Physical Education curriculum aims to engage and inspire pupils to develop both a love of being physically active and a confidence and competence to participate in a range of challenging physical activities.

As our pupils progress through our curriculum, we maintain a focus on ensuring children are able to engage in physical activity for increasingly sustained periods of time. We teach children to understand and appreciate the value of sustained cardiovascular exercise for their long-term physical and mental health. We also ensure that children are taught to swim competently, confidently and proficiently for at least 25 metres unaided by swimming instructors using a range of strokes. All children are taught safe self-rescue and are taught how to enjoy water safely.

Throughout our PE curriculum, we teach children of all levels of confidence and competence how to engage in competitive sports and activities. We refer to our VERSE in PE lessons - where *everyone* participates and that all participation is *safe, effortful* and *respectful*. Our emphasis on a team ethos is key. Children learn to participate positively in whichever team they are assigned to in a lesson, whilst maintaining a sense of belonging to their class team and therefore respecting and encouraging members of an opposing team in a match or activity.

We place a high value on what our children remember from their primary PE education. We regularly review prior learning to ensure that knowledge, understanding and skills build progressively over time. We also endeavour to ensure that every child leaves Springfield with a positive memory of their experience in PE lessons so that they take with them a sense of motivation and confidence for the next steps in their physical education. We instil in each child a respect for their right to be healthy and active now and in their futures.

How we plan for and teach Physical Education

In the Early Years physical development is a valued part of every-day learning. Through carefully planned indoor and outdoor opportunities in the continuous provision as well as group movement activities, children develop the strength, coordination, balance and agility needed to engage successfully with future physical education in KS1 and KS2. Children learn to safely and confidently use a range of large and small apparatus. They revise and refine the fundamental movement skills of rolling, walking, jumping, running, hopping, skipping and climbing and progress towards a more fluent style of moving, with developing control. In Nursery and Reception, children begin to develop ball skills such as throwing, catching, kicking, passing, batting and aiming which are refined and built upon in KS1 and applied to a range of meaningful contexts.

As the children progress into Key Stage 1 and throughout Key Stage 2, each class has a weekly PE lesson taught by a specialist PE coach. High-quality resources from *The PE Hub* support lesson planning and knowledge organisers for each unit are revisited in lessons to secure the retention of key knowledge and vocabulary over time. Each lesson involves a dynamic warm up and a review of prior learning. In every PE lesson, children are taught to be physically competent in one or more relevant movement skills (locomotor, object control and stability skills). They also develop their knowledge of strategies and tactics and their ability to participate in physical activity in a healthy and positive manner. Sustained physical activity is planned for in every lesson so that children develop and maintain their fitness and stamina over time.

At Springfield, children engage in a rich and varied range of physical activities in half-termly units (or termly for swimming). Our curriculum includes three invasion games (basketball, football and hockey) which are taught in alternate year groups to ensure progression and retention over time. We also teach tennis and cricket as non-invasion sports, to develop children's object control and locomotor skills in a different context with significant cultural significance. In Key Stage 1, specific units such as *Hit, Catch and Run* and *Run, Jump and Throw* are designed to lay firm foundations in children's agility, balance and object control skills. Through KS1 and KS2, this learning is embedded and we build children's competence in gymnastics, dance, and a range of athletic activities such as triple jump, long jump, vortex throwing, shot put and sprinting both as individuals and in team relays. In KS2, children visit a local swimming pool for swimming lessons.

At our school we are committed to providing a range of opportunities for children of all levels of confidence and attainment to participate in healthy competition, through tournaments with local schools and a yearly whole-school sporting event.

How we evaluate learning in Physical Education

Our specialist PE coach regularly assesses children's progress in PE. In each lesson, children are observed carefully and receive formative feedback to ensure progress. In each unit, children are observed summatively completing key tasks which indicate whether they have achieved the objectives. Children are also involved in peer and self-assessment opportunities against specific criteria and are taught to analyse their performance to draw out areas of strength and next steps.

Springfield Physical Education Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	In the Early Years physical development is a valued part of every-day learning. Through carefully planned indoor and outdoor opportunities in the continuous provision as well as group movement activities, children develop the strength, coordination, balance and agility needed to engage successfully with future physical education in KS1 and KS2. Children learn to safely and confidently use a range of large and small apparatus. They revise and refine the fundamental movement skills of rolling, walking, jumping, running, hopping, skipping and climbing and progress towards a more fluent style of moving, with developing control. In Nursery and Reception, children begin to develop ball skills such as throwing, catching, kicking, passing, batting and aiming which are refined and built upon in KS1 and applied to a range of meaningful contexts.					
Nursery	Body Management - EYFS Unit 1 → KS1 run, jump and throw → KS2 athletics Gymnastics - EYFS Unit 1 → KS1+KS2 gymnastics Dance - EYFS Unit 1 → KS1+KS2 dance Manipulation and Coordination - EYFS Unit 1 → KS1 hitch catch run/ send receive → KS2 cricket/ tennis (also athletic foundations) Speed, Agility and Travel- EYFS Unit 1 → KS1 attack, defend and shoot → KS2 invasion games (hockey, basketball and football, as well as athletic foundations)					
Reception	Gymnastics - EYFS Unit 2 → KS1+KS2 gymnastics Dance - EYFS Unit 2 → KS1+KS2 dance Body Management - EYFS Unit 2 → KS1 run, jump and throw → KS2 athletics Manipulation and Coordination - EYFS Unit 2 → KS1 hitch catch run/ send receive → KS2 cricket/ tennis (also athletic foundations) Speed, Agility and Travel- EYFS Unit 2 → KS1 attack, defend and shoot → KS2 invasion games (hockey, basketball and football, as well as athletic foundations)					
Year 1	Hit, Catch and Run Year 2 Unit 1 (cricket)	Send and Return Year 1 Unit 1 (tennis)	Gymnastics Year 1 Unit 1	Dance Year 1 Unit 1	Run, Jump and Throw (athletics) Year 1 Unit 1	Attack, Defend and Shoot Year 1 Unit 2 (basketball)
Year 2	Hit, Catch and Run Year 2 Unit 2 (cricket)	Send and Return Year 2 Unit 1 (tennis)	Gymnastics Year 1 Unit 2	Dance Year 1 Unit 2	Run, Jump and Throw (athletics) Year 2 Unit 2	Attack, Defend and Shoot Year 2 Unit 1 (football and basketball) + Y2 unit2 goalkeeping lessons
Year 3	Tennis Unit 3	Football Unit 3	Gymnastics Year 2 Unit 1	Dance Year 2 Unit 1	Athletics Unit 3	Cricket Unit 3
Year 4	Swimming Beginners		Gymnastics Year 2 Unit 2	Hockey Unit 3	Athletics Unit 4	Basketball Unit 3
Year 5	Tennis Unit 4	Football Unit 4	Swimming Intermediate		Athletics Unit 5	Cricket Unit 4
Year 6	Athletics Unit 6	Basketball Unit 4	Gymnastics Unit 3 Unit 1	Hockey Unit 4	Swimming Advanced	

Amendment 2025-26 (intensive swimming for Y4,5,6)

Year 1	Hit, Catch and Run Year 2 Unit 1 (cricket)	Send and Return Year 1 Unit 1 (tennis)	Gymnastics Year 1 Unit 1	Dance Year 1 Unit 1	Run, Jump and Throw (athletics) Year 1 Unit 1	Attack, Defend and Shoot Year 1 Unit 2 (basketball)
Year 2	Hit, Catch and Run Year 2 Unit 2 (cricket)	Send and Return Year 2 Unit 1 (tennis)	Gymnastics Year 1 Unit 2	Dance Year 1 Unit 2	Run, Jump and Throw (athletics) Year 2 Unit 2	Attack, Defend and Shoot Year 2 Unit 1 (football and basketball) + Y2 unit2 goalkeeping lessons
Year 3	Tennis Unit 3	Football Unit 3	Gymnastics Year 2 Unit 1	Dance Year 2 Unit 1	Athletics Unit 3	Cricket Unit 3
Year 4	Tennis Unit 4	Handball Unit 3	Gymnastics Year 2 Unit 2	Hockey Unit 3	Athletics Unit 4	Basketball Unit 3
Year 5	Tennis Unit 4/5	Football Unit 4	Basketball Unit 4	Handball Unit 4	Athletics Unit 5	Cricket Unit 4
Year 6	Athletics Unit 6	Basketball Unit 5	Gymnastics Unit 3 Unit 1	Hockey Unit 4	Tennis Unit 5/6	Handball Unit 5 /OAA

Link to [Vocabulary Progression document](#) aligned with proposed sequence above.

Explore: is there a problem in removing Y2 units for attack, defend shoot/ hit catch run/ send and return/ run jump and throw? Notes:

Progression towards invasion games of football, basketball and hockey

Attack defend shoot Y1 = skills ready for basketball?

Attack defend shoot Y2 = skills ready for football as well as basketball - the football kicking development might be a gap if removed

Y1 unit 1 - throwing and catching with hoops plus attack and defend tactics (basketball)

*Y1 unit 2 - throwing, catching, bouncing, hitting targets plus attack and defend tactics (basketball)

*Y2 unit 1 - kicking, passing, possession then some basketball bouncing dribbling (both football and basketball)

Y2 unit 2 - initial lessons mostly throwing and catching with tactics plus goalkeeping and tactics for attacking and defending

Y1 unit 2 for basketball and tactics and then Y2 unit 1 gives football foundations - but weave in goalkeeping defence lessons?

Progression towards cricket

Hit, catch, run Y1 = rounders/cricket - may need to check if moving straight to Y2 units is too much of a stretch

Hit, catch, run Y2 = cricket with progression especially tactically e.g. wicket-keeper and backstop

Hard to justify eliminating Y2 units if we then move the Y3 cricket. Question = can we cover both Y2 units without Y1? Is Y1 arguably more preparation for rounders and do we already have coverage through the body management and manipulation/ coordination units of EYFS?

Progression towards tennis

Send and return Y1 unit 1 most like tennis and unit 2 most like volleyball

Send and return Y2 = unit 1 most like tennis and unit 2 most like volleyball

So best to teach Y1 unit 1 and Y2 unit 1 → tennis development. We do not need unit 2 of Y1 or Y2 as we do not progress to volleyball.

Progression towards athletics

Y1 unit 1 - balance of run jump and throw

Y1 unit 2 - more focus on running including stamina and start positions

Y2 unit 1 - more on throwing, also balances and powerful actions (lots covered in gymnastics and dance)

Y2 unit 2 - more on stamina, running and jumping

Here, could justify Y1 unit 1 followed by Y2 unit 2 - range of athletics preparation, stamina covered for fitness, balances and start positions covered in dance and gymnastics.

Explore: route through dance and gymnastics and relative pitch

Warming Up - Progression of knowledge and skills

KS1	<p>-Understanding objectives of warm up: prevent injury and get warm.</p> <p>-Link getting warm to Y2 science (keeping our body healthy) and exercising the heart as a muscle.</p> <p>Key vocabulary: prepare/ preparation = getting ready. Prevent = stop from happening. Injury = hurting your body. Harm = hurt.</p>
LKS2	<p>-Understanding objectives of warm up: review 2 points from KS1 (prevention of injury and getting warm)</p> <p>Review key vocabulary: preparation, prevent, injury, harm.</p> <p>-Link to Y3 science learning about muscles for movement - muscles work with bones and joints to enable us to move.</p> <p>Dynamic warm-ups loosen our muscles ready for physical activity.</p>
UKS2	<p>Review objectives of warm up and associated vocabulary:</p> <ul style="list-style-type: none">-prevent injury-get warm <p>-Review link to Y3 science learning about muscles, joints and bones for movement</p> <p>Explain increased heart rate in the context of cardiovascular health. Ensure children understand the heart is a muscle pumping blood with oxygen and nutrients around the body (ahead of circulatory system science unit in Year 6).</p>

Outdoor Cardio - progression of stamina and fitness

KS1	Jogging a lap of the pitch - steady stamina and pacing.
LKS2	Jogging 2-3 laps of the pitch - steady stamina and pacing.
UKS2	Jogging 1-3 laps of the playground - steady stamina and pacing.

Indoor Cardio - progression of stamina and fitness

KS1	Star jumps, running on the spot and reaching up and touching toes in sequence.
LKS2	Simple aerobic sequence including: star jumps, running on the spot, knees up running, reaching up and touching toes, lunges and side steps.
UKS2	More developed aerobic sequence using moves from LKS2 for longer duration/ increased repetitions and bursts of high intensity.