

# Rationale and National Curriculum links to subject



## Subject Overview

The rationale for Langney's 2024-2025 PE EoYE aligns with national curriculum standards and a vision of fostering a passion for PE and sport. It emphasises fundamental movement skills, progression, inclusivity, tactical awareness, swimming proficiency, personal development, and community engagement. The goal is to provide a high-quality PE experience that empowers students to lead healthy, active lives.

## Aims and Objectives

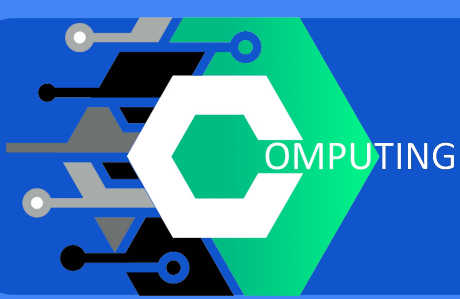
The primary aim of the EOY Expectations is to provide a clear framework for the teaching and learning of PE, ensuring that all students develop a strong foundation in physical literacy.

- Specific objectives include ensuring a gradual progression of skills and understanding across year groups, allowing students to build upon prior learning and continually challenge themselves. Additionally, the framework aims to expose students to a wide range of sports and activities, promoting a well-rounded physical education and fostering enjoyment and lifelong participation in physical activity.
- The EOY Expectations prioritise the development of fundamental movement skills, particularly in the early years, as these form the basis for more complex movements. The framework also introduces students to the concept of tactics and strategies, enabling them to apply their skills effectively in game situations.
- The importance of swimming as a life skill is emphasised, ensuring that all students can swim competently and safely by the end of Key Stage 2.
- The framework encourages teachers to track student progress and promote self-reflection and a growth mindset.

## Progression of Knowledge and Skills

The EOY Expectations provides a structured approach to PE, ensuring a progressive development of skills across year groups. This means that as pupils advance, the challenges and expectations increase, fostering continuous improvement.

For instance, in football, a Year 1 pupil might begin by learning fundamental skills like stopping and passing the ball. As they progress to Year 6, they are expected to refine these skills and develop more advanced techniques, such as dribbling, tackling, and changing direction under pressure. This gradual progression ensures that pupils are always engaged and motivated, as they are presented with opportunities to build upon their existing abilities.



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## Teaching and Learning Approaches

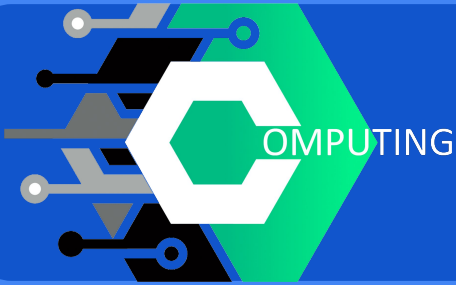
To achieve these aims and objectives, teachers can employ a variety of teaching and learning approaches, including:

- **Practical Activities:** Engaging students in a wide range of sports and activities to develop fundamental skills and tactical awareness.
- **Skill-Based Drills:** Focusing on specific skills, such as passing, shooting, or catching, to improve technique and accuracy.
- **Game-Based Learning:** Using games to create a fun and engaging learning environment, allowing students to apply their skills in a competitive context.
- **Assessment and Feedback:** Regularly assessing student progress and providing constructive feedback to support their development.

By following the guidelines outlined in the EOY Expectations, teachers can ensure that all students have the opportunity to develop their physical literacy and lead healthy, active lives.



Langney Primary Academy



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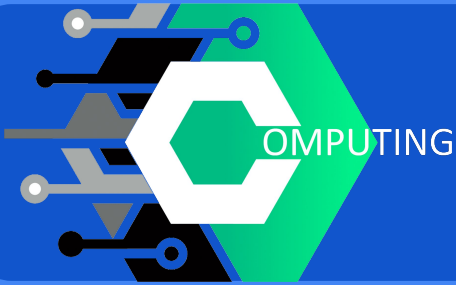


## National Curriculum programme of study

EYFS

Reception					
First PE	Dance	Gymnastics	Ball Skills	Athletics	Multiskills
✓	✓	✓	✓	✓	✓
✓	✓	✓			
✓	✓	✓	✓	✓	✓

- 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.



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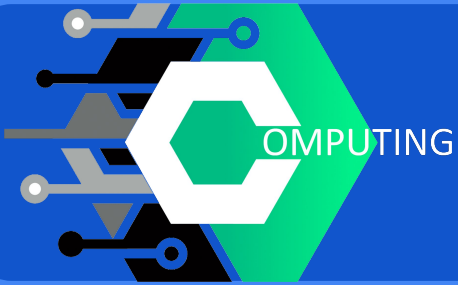


## National Curriculum programme of study

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Year 1 and 2					
Football	Rugby	Netball	Hockey	Athletics	Tennis
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	

Key Stage 1



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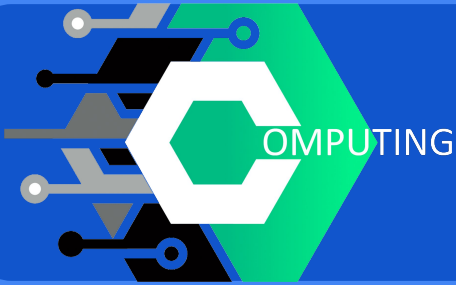
## National Curriculum programme of study

### Year 1 and 2

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

	Year 1 and 2					
	Gymnastics	Dance	OAA	Kwik Cricket		
• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	✓	✓				
• participate in team games, developing simple tactics for attacking and defending				✓		
• perform dances using simple movement patterns.	✓	✓				

Key Stage 1



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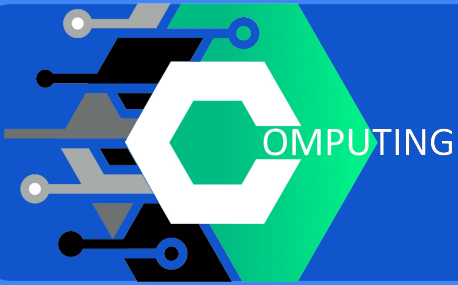


## National Curriculum programme of study

Year 3,4,5,6					
Football	Rugby	Netball	Hockey	Athletics	Tennis
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓		✓
				✓	
✓	✓	✓	✓	✓	✓

Key Stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



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## National Curriculum programme of study

Year 3,4,5,6					
Gymnastics	Dance	OAA	Kwik Cricket		
			✓		
			✓		
✓					
	✓				
		✓			
✓	✓	✓	✓		

Key Stage 2

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