

Finlay Community School

Physical Education 2025/2026

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. This correlates with our whole school vision of Aspire, Belong and Achieve. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our Physical Education Intent

At Finlay, we teach the National Curriculum. The National Curriculum states that, "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." At Finlay, we aim for our children to complete 2 hours of physical activity a week, additional to playtime and lunchtime. Pupils are taught the skills needed to play competitive invasion games, as well as given opportunities to develop their skills in gymnastics and dance. Our pupils are provided with many sporting after school clubs, and are provided with many competitive sporting opportunities, including league football, gymnastics competitions, panathlons, quick stick hockey tournaments and more. As well as taught P.E lessons, many of which are taught by our P.E specialists during PPA sessions, the children engage in swimming lessons during their time in Key Stage 2. Each class swims for half of the year, allowing them to develop their confidence in key strokes (backstroke and front crawl) as well as an understanding of how to keep themselves safe in water. The children's progress is assessed by qualified swimming teachers, and the children are awarded a certificate at the end of their time swimming every year.

Whole School Curriculum Overview: Physical Education Units

Reception

- R.1 Chase games
- R.2 Gymnastics
- R.3 Underarm throw and rolling
- R.4 Throwing, passing and catching
- R.5 Multi directional chase games and racing
- R.6 Bouncing and dribbling

Year 1

- 1.1: Underarm throw and rolling
- 1.2: Gymnastics
- 1.3: Dance
- 1.4: Catching and passing and overarm throw
- 1.5: Athletics
- 1.6: Bouncing and dribbling

Year 2

- 2.1: Underarm throw and rolling
- 2.2: Gymnastics
- 2.3: Catching and passing
- 2.4: Dance
- 2.5: Athletics and overarm throw
- 2.6: Bouncing and dribbling

Year 3

- 3.1: Football
- 3.2: Gymnastics
- 3.3: SAQ
- 3.4: Invasion games and Dance
- 3.5: Athletics
- 3.6: Rounders

Year 4

- 4.1: Football
- 4.2: Netball
- 4.3: Gymnastics
- 4.4: Tag Rugby and Dance
- 4.5: Athletics
- 4.6: Cricket

Year 5

- 5.1: Football
- 5.2: Netball
- 5.3: Gymnastics
- 5.4: Tag Rugby
- 5.5: Athletics and Tennis
- 5.6: Dance and Rounders

Year 6

- 6.1: Football
- 6.2: Netball
- 6.3: Gymnastics
- 6.4: Tag Rugby
- 6.5: Athletics (taken by class teacher) and Tennis
- 6.6: Cricket and dance (taken by class teacher for production)

Physical Education Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	It's Good to be Me	Let's Celebrate	I wonder: What it's like in space? What it's like in Australia? What it's like in Antarctica?	I wonder: What materials are waterproof? What the weather is like in each season? What it is like at The Farm?	Once Upon a Time Moving on up!	
PE unit	R.1 Chase games	R.2 Gymnastics	R.3 Underarm throw and rolling	R.4 Throwing, passing and catching	R.5 Multi directional chase games and racing	R.6 Bouncing and dribbling
Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
PE unit	1.1: Underarm throw and rolling Developing practical game skills	1.2: Gymnastics Develop practical skills in gymnastics	1.3: Dance Develop practical skills in dance	1.4: Catching and passing and overarm throw Developing practical game skills	1.5: Athletics Develop practical skills in athletics	1.6: Bouncing and dribbling Developing practical game skills
Year 2	The Great Fire of London & The Tudors		Around the World in ... Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole	

PE unit	2.1: Underarm throw and rolling Developing practical game skills	2.2: Gymnastics Develop practical skills in gymnastics	2.3: Catching and passing Developing practical game skills	2.4: Dance Develop practical skills in dance	2.5: Athletics and overarm throw Develop practical skills in athletics Developing practical game skills	2.6: Bouncing and dribbling Developing practical game skills
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
PE unit	3.1: Football Developing practical game skills	3.2: Gymnastics Develop practical skills in gymnastics	3.3: SAQ Develop practical skills in athletics	3.4: Invasion games and dance Developing practical game skills Develop practical skills in dance	3.5: Athletics Develop practical skills in athletics	3.6: Rounders Developing practical game skills

Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
PE unit	4.1: Football Developing practical game skills	4.2: Netball Developing practical game skills	4.3: Gymnastics Develop practical skills in gymnastics	4.4: Tag Rugby Dance (taken by class teacher during the year) Developing practical game skills Develop practical skills in dance	4.5: Athletics Develop practical skills in athletics	4.6: Cricket Developing practical game skills
Year 5	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya	
PE unit	5.1: Football Developing practical game skills	5.2: Netball Developing practical game skills Develop practical skills in gymnastics	5.3: Gymnastics Developing practical game skills	5.4: Tag rugby Developing practical game skills	5.5: Athletics (taken by class teacher) and Tennis Develop practical skills in athletics	5.6: Dance (taken by teacher) and Rounders Developing practical game skills

			Develop practical skills in gymnastics		Developing practical game skills	Develop practical skills in dance
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
PE unit	6.1: Football Developing practical game skills	6.2: Netball Developing practical game skills Develop practical skills in gymnastics	6.3: Gymnastics Developing practical game skills Develop practical skills in gymnastics	6.4: Tag Rugby Developing practical game skills	6.5: Athletics (taken by class teacher) Tennis Develop practical skills in athletics Developing practical game skills	6.6: Cricket Dance (taken by class teacher for production) Developing practical game skills Develop practical skills in dance

Progression of Knowledge, Skills and Understanding in the National Curriculum

Physical Education – Practical Game Skills

	Birth to three	Pre school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Practical Game Skills	Reach out for objects as coordination develops Pass things from one hand to the other. Let go of things and hand them to another person, or drop them Enjoy starting to kick, throw and catch balls	Show a preference for a dominant hand	Throwing and Catching The pupil shows an increasing control over an object in pushing, patting, throwing, catching or kicking. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Further develop and refine a range of ball skills including: throwing, catching, kicking,	Throwing, Catching and Rolling The pupil can begin throwing an object (beanbag, shuttlecock) underarm in different ways. The pupil can catch a ball with two hands (eyes on the ball, move your hands to the ball, bring it into your body). The pupil can begin to develop the skill of rolling different equipment (different size balls).	Throwing, Catching and Rolling The pupil can confidently throw an object (beanbag, shuttlecock) underarm in different ways with control. The pupil can catch a ball with two hands with increasing control and accuracy. The pupil can confidently roll different equipment (different size balls - smaller to larger) with control.	Throwing, Catching, Possession and Passing The pupil can use appropriate throwing techniques with control and accuracy. The pupil can catch with control and accuracy. The pupil can maintain possession of a ball with feet and hands. The pupil can begin to pass to team mates at appropriate times.	Throwing, Catching, Possession and Passing The pupil can develop and investigate different throwing techniques with control and accuracy, knowing when each is appropriate. The pupil can catch with control and accuracy. The pupil can maintain possession of a ball in a sport specific context (with e.g. feet, a hockey stick or hands) The pupil can pass to team mates at appropriate times.	Throwing, Catching, Possession and Passing The pupil can use and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).	Throwing, Catching, Possession and Passing The pupil can choose, use and combine techniques in game situations with control and accuracy (running, throwing, catching, passing, jumping and kicking, etc.).

			passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Fielding and Game Play The pupil can develop an overarm throw.	Fielding and Game Play The pupil can develop an overarm throw for distance and accuracy	Fielding and Game Play The pupil can field with control.	Fielding and Game Play The pupil can consolidate and develop a range of skills in fielding.	Fielding and Game Play The pupil can defend and attack by anticipating the direction of play.	Fielding and Game Play The pupil can field, defend and attack tactically by anticipating the direction of play, using this to their advantage.
				Striking The pupil can develop the skill of bouncing a ball with control.	Striking The pupil can bounce a ball whilst travelling.	Striking The pupil can strike a ball.	Striking The pupil can consolidate and develop a range of skills in striking a ball.	Striking The pupil can strike a bowled or volleyed ball with control and accuracy.	Striking The pupil can use and combine techniques in game situations to strike a ball with control and accuracy.
								Forehand and Backhand The pupil can begin to use forehand and backhand when playing racket games.	Forehand and Backhand The pupil can use forehand and backhand effectively when playing racket games.
					Tactics The pupil can begin to develop tactics.	Tactics The pupil can begin to use appropriate tactics to cause problems for the opposition.	Tactics The pupil can choose appropriate tactics to cause problems for the opposition.	Tactics The pupil can choose the most appropriate tactics for a game.	Tactics The pupil can choose the most appropriate tactics for a game and use these effectively within a team to gain points or possession.
					Sportsmanship The pupil can begin to lead others when appropriate.	Sportsmanship The pupil can follow the rules of the game.	Sportsmanship The pupil can follow the rules of the game and play fairly.	Sportsmanship The pupil can begin to uphold the spirit of fair play and respect in all competitive situations.	Sportsmanship The pupil can uphold the spirit of fair play and respect in all competitive situations.

Physical Education – Practical Dance Skills

	Birth to three	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing Practical Skills in Dance	Gradually gain control of their whole body through continual practice of large movements such as waving, kicking, rolling, crawling and walking Clap and stamp to music	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Copy, plan, perform and repeat movements The pupil can begin to develop large movements, then small movements.	Copy, plan, perform and repeat movements The pupil can practice copying set moves and positions that are taught.	Copy, plan, perform and repeat movements The pupil can copy and then remember set moves and positions.	Copy, plan, perform and repeat movements The pupil can perform and repeat sequences with music.	Copy, plan, perform and repeat movements The pupil can plan, perform and repeat sequences to music.	Copy, plan, perform and repeat movements The pupil can compose creative and imaginative dance sequences in groups.	Copy, plan, perform and repeat movements The pupil can compose creative and imaginative dance sequences in groups and perform to an audience.
			Perform expressively with coordination The pupil can move confidently, negotiating space.	Perform expressively with coordination The pupil can move with some awareness of coordination.	Perform expressively with coordination The pupil can move with careful control and coordination around a negotiating space.	Perform expressively with coordination The pupil can use the body to move in an expressive manner.	Perform expressively with coordination The pupil can use controlled actions to move in a clear, fluent and expressive manner.	Perform expressively with coordination The pupil can begin to perform expressively to music.	Perform expressively with coordination The pupil can perform expressively and hold a precise and strong body posture.
			Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines	Create sequences to fit music/mood The pupil can link two or more actions to perform a sequence. The pupil can listen to different music and represent using controlled movements.	Create sequences to fit music/mood The pupil can link actions together to perform a sequence. The pupil can listen to different music and represent through controlled movements to communicate a mood, feeling.	Create sequences to fit music/mood The pupil can begin to refine movements into sequences. The pupil can begin to create dances and movements that convey a definite idea.	Create sequences to fit music/mood The pupil can confidently practice movements into sequences. The pupil can confidently create dances and movements that convey a definite idea.	Create sequences to fit music/mood The pupil can learn and perform complex sequences. The pupil can begin to express an idea in original and imaginative ways.	Create sequences to fit music/mood The pupil can create and perform complex sequences. The pupil can express ideas in creative and imaginative ways for entertainment.

						<i>Change speed and perform with energy</i> The pupil can change speed within a performance.	<i>Change speed and perform with energy</i> The pupil can change speed and levels within a performance.	<i>Change speed and perform with energy</i> The pupil can plan to perform with energy and maintain this throughout the piece.	<i>Change speed and perform with energy</i> The pupil can perform with high energy, slow grace or other themes and maintain this throughout the piece.
						<i>Complex moves with strength and stamina</i> The pupil can begin to develop physical strength by practicing moves and stretching.	<i>Complex moves with strength and stamina</i> The pupil can continue to develop physical strength and suppleness by practicing moves and stretching.	<i>Complex moves with strength and stamina</i> The pupil can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels).	<i>Complex moves with strength and stamina</i> The pupil can perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Physical Education – Practical Gymnastics Skills

	Birth to three	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop Practical Skills in Gymnastics	Lift their head while lying on their front	Go up steps and stairs, or climb up apparatus using alternate feet	Progress towards a more fluent style of moving, with developing control and grace	Copy, plan, perform and repeat movements The pupil can copy actions with guidance (from peers, adults, visual aids).	Copy, plan, perform and repeat movements The pupil can copy and remember actions.	Copy, plan, perform and repeat movements The pupil can perform and repeat sequences.	Copy, plan, perform and repeat movements The pupil can plan, perform and repeat sequences.	Copy, plan, perform and repeat movements The pupil can create sequences that include a full range of movements.	Copy, plan, perform and repeat movements The pupil can create complex and well-executed sequences that include a full range of movements.
	Push their chest up with straight arms	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines	Move with control and awareness The pupil can move with awareness of space.	Move with control and awareness The pupil can move with some control and awareness of space.	Move with control and awareness The pupil can move in a clear and fluent manner.	Move with control and awareness The pupil can move in a clear, fluent and expressive manner.	Move with control and awareness The pupil can hold shapes that are strong.	Move with control and awareness The pupil can hold shapes that are strong, fluent and expressive.
	Roll over from front to back, then back to front	Match their developing physical skills to tasks and activities in the setting	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Link actions and refine movements into sequences The pupil can link two or more actions to make a sequence with guidance (from peers, adults, visual aids).	Link actions and refine movements into sequences The pupil can link two or more actions to make a sequence.	Link actions and refine movements into sequences The pupil can refine movements into sequences with guidance (from peers, adults, visual aids).	Link actions and refine movements into sequences The pupil can refine movements into sequences from memory.	Link actions and refine movements into sequences The pupil can include in a sequence set pieces, and begin to understand the most appropriate linking elements.	Link actions and refine movements into sequences The pupil can include in a sequence set pieces, choosing the most appropriate linking elements.
	Sit without support			Show contrasts and change in direction, speed and position The pupil can begin to show contrasts (such as small/tall, straight/curved and wide/narrow).	Show contrasts and change in direction, speed and position The pupil can show contrasts (such as small/tall, straight/curved and wide/narrow).	Show contrasts and change in direction, speed and position The pupil can show changes of direction and level during a performance.	Show contrasts and change in direction, speed and position The pupil can show changes of direction, speed and level during a performance.	Show contrasts and change in direction, speed and position The pupil can vary speed, direction and level during floor performances.	Show contrasts and change in direction, speed and position The pupil can vary speed, direction, level and body rotation during floor performances.
	Begin to crawl in different ways and directions								
	Pull themselves upright and bouncing in preparation for walking								
	Spin, roll and independently use ropes and swings		Combine different movements with ease and fluency						

			Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop overall body-strength, balance, coordination and agility	Travel in different ways The pupil can travel by rolling forwards and sideways.	Travel in different ways The pupil can travel by rolling forwards, backwards and sideways with control.	Travel in different ways The pupil can travel in a variety of ways by transferring weight to generate power in movements.	Travel in different ways The pupil can travel in a variety of ways, including flight, by transferring weight to generate power in movements.	Travel in different ways The pupil can practice and refine the gymnastic techniques used in performances.	Travel in different ways The pupil can practice and refine the gymnastic techniques used in performances.
				Hold positions The pupil can hold a position whilst balancing feet and hands.	Hold positions The pupil can hold a position whilst balancing on different points of the body.	Hold positions The pupil can begin to show a kinesthetic sense in order to improve the placement and alignment of body parts.	Hold positions The pupil can show a kinesthetic sense in order to improve the placement and alignment of body parts.	Hold positions The pupil can demonstrate good kinesthetic awareness (placement and alignment of body parts begins to look correct in well-rehearsed actions).	Hold positions The pupil can demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
				Climb safely and use equipment where necessary The pupil can climb safely on equipment with guidance (from peers, adults).	Climb safely and use equipment where necessary The pupil can climb safely on equipment.	Climb safely and use equipment where necessary The pupil can swing and hang from equipment safely (using hands) with guidance (from peers and adults).	Climb safely and use equipment where necessary The pupil can swing and hang from equipment safely (using hands).	Climb safely and use equipment where necessary The pupil can use equipment to vault and to swing (aiming to remain upright).	Climb safely and use equipment where necessary The pupil can Use equipment to vault and to swing (remaining upright).
				Develop flexibility The pupil can understand what flexibility means and how it helps in gymnastics.	Develop flexibility The pupil can stretch and curl to develop flexibility.				
				Jump in different ways The pupil can jump in a variety of ways and land on feet with knees bent.	Jump in different ways The pupil can jump in a variety of ways and land with increasing control and balance	Jump in different ways The pupil can jump in a variety of ways from equipment and land with increasing control and balance with	Jump in different ways The pupil can jump in a variety of ways from equipment and land with increasing control and balance.		

						guidance (from peers, adults).			
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Physical Education – Practical Athletics Skills

	Birth to three	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop Practical Skills in Athletics	Enjoy moving outdoors and inside Begin to walk independently Walk, run, jump and climb	Use large-muscle movements Match their developing physical skills to tasks and activities in the setting	Combine different movements with ease and fluency			Sprint for distance including hurdles The pupil can sprint over a short distance up to 50 metres.	Sprint for distance including hurdles The pupil can sprint over a short distance up to 60 metres.	Sprint for distance including hurdles The pupil can combine sprinting with low hurdles over 60 metres.	Sprint for distance including hurdles The pupil can combine sprinting with low hurdles over 70 metres.
						Run over length, considering pace and technique The pupil can run over a longer distance to practise conserving energy in order to sustain performance.	Run over length, considering pace and technique The pupil can run over a longer distance, conserving energy in order to sustain performance.	Run over length, considering pace and technique The pupil can begin to understand the best pace for running over a variety of distances.	Run over length, considering pace and technique The pupil can choose the best pace for running over a variety of distances.
						Throwing techniques The pupil can use a range of throwing techniques (such as under arm, over arm) to cover a distance.	Throwing techniques The pupil can use a range of throwing techniques (such as under arm, over arm) with accuracy to cover a distance.	Throwing techniques The pupil can throw accurately and begin to refine performance by analysing technique and body shape.	Throwing techniques The pupil can throw accurately and refine performance by analysing technique and body shape.
						Jump in different ways The pupil can jump in a number of ways for height and distance.	Jump in different ways The pupil can jump in a number of ways, using a run up where appropriate, for height and distance.	Jump in different ways The pupil can show control in landings when jumping.	Jump in different ways The pupil can show control in take-off and landings when jumping.
						Compete with others	Compete with others	Compete with others	Compete with others

						<i>The pupil can compete with others.</i>	<i>The pupil can compete with others and aim to improve personal best performances.</i>	<i>The pupil can compete with others and keep track of personal best performances and respond to targets set for improvement.</i>	<i>The pupil can compete with others and keep track of personal best performances, setting targets for improvement.</i>
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Characteristics of Effective Physical Education Teaching

What would I see in a unit of Physical Education?

What would I see in a Lesson?

<i>Children to be given plenty of time to repeat the actions that are being learned in the lesson by sharing equipment as little as possible</i>	<i>Children to be properly equipped for the lesson in terms of indoor/outdoor clothing and appropriate footwear</i>	<i>Children to respond quickly to a whistle, or similar, ready to listen to further instructions</i>
<i>Children to be given opportunities to manage their own games by following rules and acting with sportsmanship</i>	<i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i>	<i>Opportunities to test the game skills they have been learning in a game situation either each lesson or for one whole lesson each unit</i>
<i>At most a 1:3 ratio of teaching time (explaining, setting up etc.) to learning time in the lesson</i>	<i>Children to be active as much as possible by reducing waiting times and working in smaller groups</i>	<i>Children to be set into ability to ensure children are able to learn with those at a similar stage of development</i>