Exploring Learning Together

We are ambitious for all pupils to acquire the skills, knowledge and characteristics to be well prepared for the next steps in their learning journey.

Camestone Curriculum Aims

Pupils read purposefully to gain information to support their subject learning. Where appropriate, quality texts in English are linked to subjects to connect new and existing knowledge.

Oracy is developed through speaking and listening opportunities. Pupils become articulate, critical thinkers, able to debate and reason.

Pupils develop Camestone values including creativity, motivation and positivity through broad subject provision. Subject teaching enables pupils to develop independence, teamwork and their personal and cultural identity.

Physical Education

Physical Education (PE) at Camestone is delivered using the Cambridge Scheme of Work for PE.

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Area of Learning from EYFS Framework	Examples
Physical Development Gross motor skills	Refine the fundamental movement skills such as stretching, hopping, running, jumping and climbing. Move energetically. Develop overall body-strength, balance, coordination and agility. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
Personal Social Emotional Development Managing Self Building relationships **Expressive Arts and Design** Being imaginative	Talk about factors affecting health and well-being - rules, safety, hygiene, dressing, the importance of exercise. Cooperative work, e.g.working with a partner. Moving to music Watch and talk about performance arts and dance Express ideas and feelings

Physical Education: Key Stage 1		
Gymnastic Movements	**Basic Movements and Team Games**	**Dance**
developing balance, agility and co-ordination, and begin to apply these in a range of activities	*master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*	*perform dances using simple movement patterns*

	Gymnastic Movements	Basic Movements and Team Games	Dance
Year 1	• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways	• throw underarm • throw, hit and kick in different ways • travel fluently whilst changing direction	• perform own dance moves • copy or make up a short dance • move safely in a space

Year 2	• plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules'	• use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules	• change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling

Physical Education: Key Stage 2

	Athletics	Competitive Games	Gymnastics
	use running, jumping, throwing and catching in isolation and in combination *develop flexibility, strength, technique, control and balance*	*play competitive games, modified where appropriate [cricket, dodgeball, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*	*develop flexibility, strength, technique, control and balance*
Year 3	• run at fast, medium and slow speeds; changing speed and direction • take part in a relay, remembering when to run and what to do	• be aware of space and use it to support team-mates and to cause problems for the opposition • know and use rules fairly	• adapt sequences to suit different types of apparatus and criteria • explain how strength and suppleness affect performance
Year 4	• sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed	• throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game	• move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases

Year 5	• controlled when taking off and landing • throw with increasing accuracy • combine running and jumping	• gain possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • use a number of techniques to pass, dribble and shoot	• make complex extended sequences • combine action, balance and shape • perform consistently to different audiences
Year 6	• demonstrate stamina and increase strength	• agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises	• combine own work with that of others • sequences to specific timings

Physical Education: Key Stage 2		
Dance	**Outdoor and Adventurous Activity**	**Evaluate**
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*

	Dance	Outdoor and Adventurous Activity	Evaluate
Year 3	• improvise freely and translate ideas from a stimulus into movement • share and create phrases with a partner and small group • remember and repeat dance perform phrases	Can interact positively when: • working with a small group to solve and perform a range of tasks • working with a small group to design and follow trails	• compare and contrast gymnastic sequences • recognise own improvement in ball games
Year 4	• take the lead when working with a partner or group • use dance to communicate an idea	• can work together to create simple plans and maps, orientate to North and follow map markers • can work together to follow trails and assess risks	• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others

Year 5	• compose own dances in a creative way • perform dance to an accompaniment • dance shows clarity, fluency, accuracy and consistency	• work well as part of a team and contribute ideas to solve problems and perform a range of tasks • use clues and a compass to navigate a route • change route to overcome a problem	• pick up on something a partner does well and also on something that can be improved • know why own performance was better or not as good as their last
Year 6	• develop sequences in a specific style • choose own music and style	• plan a route and a series of clues for someone else • plan with others, taking account of safety and danger	• know which sports they are good at and find out how to improve further

Swimming and water safety is taught within Key Stage 2.