

Physical Education



Get Set 4
Education



Intent

At Butler's Hill, our aim is for every child to leave as a confident and active learner who embraces movement, play, and a healthy lifestyle. Our Physical Education curriculum is carefully designed to build strong foundations in fundamental movement skills, while recognising and celebrating effort, progress, and teamwork.

Using the GetSet4PE scheme, we deliver a sequenced, progressive programme of high-quality physical education from Early Years to Year 2. Lessons develop agility, balance, and coordination, as well as broader physical literacy and an enjoyment of being active. Staff are supported to deliver the curriculum confidently and consistently, with high expectations for all pupils, including those with SEND.

Through PE, children learn to understand and apply key values such as fairness, respect, and cooperation. These behaviours are modelled and reinforced across all settings — in the hall, on the playground, and beyond.

Our ultimate goal is to inspire a lifelong appreciation for movement and to ensure that every child experiences success, receives appropriate support, and takes pride in their achievements within Physical Education.

Implementation

At Butler's Hill Infant School, Physical Education is delivered through the **GetSet4PE** scheme, ensuring a consistent, high-quality, and progressive approach across all year groups. The scheme covers the key areas of:

- **Dance**
- **Gymnastics**
- **Fundamental movement skills**
- **Ball skills**
- **Target games / Invasion games**
- **Striking and fielding**

Lessons are taught in half-termly blocks of at least six sessions. Each unit builds on prior learning and provides opportunities for all pupils to practise, refine, and apply physical skills in a range of meaningful contexts. The scheme supports staff with detailed lesson plans, resources, videos, assessment tools, and access to CPD, ensuring consistency and confidence in delivery across the school.

All pupils in **KS1 receive two 1-hour P.E. lessons per week**, while **F2 pupils receive one structured lesson weekly**. In the Early Years, physical development is also embedded within continuous provision, with regular access to outdoor areas and activities that promote gross and fine motor skills (e.g. climbing, cycling, balancing, throwing and catching).

To enhance our provision and support staff development, we employ a qualified **sports coach** one day per week. Each class is taught by the coach for at least one full term each year. The focus area taught by the coach is aligned to staff CPD needs — for example, recent years have focused on dance. In addition to curriculum delivery, the coach also leads one of our weekly **after-school sports clubs**, providing continuity, specialist instruction, and additional enrichment opportunities.

Daily physical activity is a key feature of our wider approach. In line with **DfE guidance**, pupils are given opportunities to be active for **at least 30 minutes per day** within school. This includes:

- Active starters in core subjects
- Brain breaks and music and movement sessions
- Active playtimes and lunchtimes
- A daily **'Active Zone'** where staff lead structured games such as skipping, basketball, or hockey

Additional enrichment experiences throughout the year include activities such as **cultural dance, yoga, boccia, judo, archery, and fencing**, helping to broaden pupils' experiences and build cultural capital.

Afterschool provision is a valued part of our Physical Education offer. We run **at least one sports-based clubs per week**, led by school staff and our external coach. These rotate each term and include dance, gymnastics, football, archery, boccia, and table tennis. Clubs are popular and oversubscribed, and we are exploring ways to extend this offer further.

Wider Physical Development

From 2025–26, we are introducing **OPAL Play (Outdoor Play and Learning)** to enhance the quality and impact of playtimes. This aligns closely with the aims of our P.E. curriculum, supporting improvements in **coordination, strength, balance, and physical confidence** through rich, unstructured play.

OPAL also promotes key elements of **physical literacy**, encouraging children to take ownership of their movement, explore risk safely, and develop confidence in a wide range of physical environments. Beyond physical development, OPAL supports vital **social and emotional skills** such as teamwork, communication, cooperation, and problem-solving — all of which are foundational to success in both P.E. lessons and wider sport participation.

By embedding OPAL into our school day, we are extending physical development opportunities beyond taught lessons, creating an inclusive, active school culture where all children are empowered to move more and move well.

<p>Aims and Values Caring, creative & Confident Values</p> <ul style="list-style-type: none"> • Respectful • Responsible • Resilient 	<p>Enrichment opportunities Healthy Living Weeks / Sport Days – judo, Boccia, Archery, Yoga, Cultural dance, Tri-Golf, Fencing School Games competitions with schools from the local area School swimming programme School trips</p>	<p>Assessment/sticky knowledge Assessment is based on teachers ongoing AfL. Teachers will make a judgement at the end of each unit as to whether the skills have been secured and this will be tracked on insight / complete P.E. Assessment may be shown through pupils’s demonstrations, evidence of the application of skills taught, video evidence or questioning. Planning is progressive and builds upon the skills taught in the previous year. Pupils have the opportunity to show recall the skills learnt and teachers would use ongoing AfL to adapt planning and teaching. Displays with ‘I can’ statements are in the hall which allows teachers to recap on previous learning, hence providing sticky knowledge / skills.</p>
<p>Concepts Competence Participation Strategy</p>	<p>Local community links School Games competitions with schools from the local area Everyone active links Links with Broomhill Links with other schools</p>	<p>Cross Curricular Links Science – How to keep our bodies fit and healthy with food and exercise. PSHE – Pupils have opportunity to recognise things they’re good at, skills they have acquired, hobbies, setting goals & targets Values – All values covered through P.E & opportunities to demonstrate these are prevalent English – Speaking, listening and communication skills Geography – knowledge of where specific sports originate from School Aims – opportunities for pupils to try different sports throughout the year to widen their choices & to aim high</p>

Curriculum Map

2025/2026						
	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 2	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Games : Unit 1	Ball Skills : Unit 1 Ball Skills : Unit 2
Year 1	Fundamentals Ball Skills	Athletics Sending and Receiving	Gymnastics Target Games	Gymnastics Invasion Games	Dance Striking and Fielding Games	Dance Net and Wall Games
Year 2	Fundamentals Ball Skills	Athletics Sending and Receiving	Gymnastics Target Games	Gymnastics Invasion Games	Striking and Fielding Games Dance Sports Day	Dance Net and Wall Games

Progression Ladders

Dance		
Skills		Knowledge
<p>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>	Year 3	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>
<p>Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics.</p>	Year 2	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.</p>

Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.		Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance, my performance will improve.
Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.	Year 1	Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner, it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions, it helps the audience to see them clearly
Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.	EYFS	Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space, it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.

Athletics

Skills		Knowledge
Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.	Year 3	Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land quickly it will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them.
Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.	Year 2	Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.
Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.	Year 1	Running: understand that if I swing my arms, it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.

		Rules: know that rules help us to play fairly.
Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.	EYFS	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe

Gymnastics		
Skills		Knowledge
Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.	Year 3	Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.
Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.	Year 2	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together, it will help my sequence to flow
Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps, including jumping off low apparatus.	Year 1	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.
Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.	EYFS	Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.

Ball Skills

Skills	Year	Knowledge
<p>Sending: send a ball with accuracy and increasing consistency to a target.</p> <p>Catching: catch a range of objects with increasing consistency.</p> <p>Tracking: track a ball not sent directly.</p> <p>Dribbling: dribble a ball with hands and feet with control.</p>	<u>Year 3</u>	<p>Sending: know that pointing my hand/foot to my target on release will help me to send a ball accurately. Catching: know to move my feet to the ball.</p> <p>Tracking: know that using a ready position will help me to react to the ball.</p> <p>Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.</p>
<p>Sending: roll, throw and kick a ball to hit a target.</p> <p>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</p> <p>Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.</p>	<u>Year 2</u>	<p>Sending: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch. Tracking: know that it is easier to move towards a ball to track it than chase it.</p> <p>Dribbling: know to keep my head up when dribbling to see space/opponents.</p>
<p>Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.</p>	<u>Year 1</u>	<p>Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance.</p> <p>Catching: know to watch the ball as it comes towards me.</p> <p>Tracking: know to move my feet to get in the line with the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p>
<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p>	<u>EYFS</u>	<p>Sending: know to look at the target when sending a ball.</p> <p>Catching: know to have hands out ready to catch.</p> <p>Tracking: know to watch the ball as it comes towards me and scoop it with two hands.</p> <p>Dribbling: know that keeping the ball close will help with control.</p>

Fundamentals

Skills	Year	Knowledge
<p>Running: change direction. Show an increase and decrease in speed.</p> <p>Balancing: demonstrate balance when performing other fundamental skills.</p> <p>Jumping and hopping: link jumping and hopping actions.</p> <p>Skipping: jump and turn a skipping rope.</p>	<u>Year 3</u>	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Understand how agility helps us with everyday tasks. Balancing: understand how balance helps us with everyday tasks.</p> <p>Jumping and hopping: know that if I jump and land quickly, it will help me to jump further.</p> <p>Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>
<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Jumping: demonstrate jumping for distance, height and in different directions.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skipping: explore single and double bounce when jumping in a rope.</p>	<u>Year 2</u>	<p>Running: know that bending my knees helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>

<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Balancing: move with some control and balance. Explore stability and landing safely.</p> <p>Jumping: demonstrate control in take off and landing when jumping.</p> <p>Hopping: begin to explore hopping in different directions.</p> <p>Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p>	<u>Year 1</u>	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms, it will help me to run faster.</p> <p>Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee.</p> <p>Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p>
<p>Running: explore running and stopping. Explore changing direction safely.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Jumping: begin to explore take off and landing safely.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skipping: explore skipping as a travelling action</p>	<u>EYFS</u>	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Balancing: know that I can hold my arms out to help me to balance.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Hopping: understand that I use one foot to hop.</p> <p>Skipping: know that if I hop then step that will help me to skip.</p>

Games (Invasion)

Skills		Knowledge
<p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	<u>Year 3</u>	<p>Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team, we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>
<p>Sending & receiving: developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	<u>Year 2</u>	<p>Sending & receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.</p>
<p>Sending & receiving: explore s&r with hands and feet to a partner.</p>	<u>Year 1</u>	<p>Sending & receiving: know to look at my partner before sending the ball.</p>

<p>Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.</p>		<p>Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>
<p>Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.</p>	EYFS	<p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>

Games (Net & Wall)

Skills		Knowledge
<p>Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots</p>	<u>Year 3</u>	<p>Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them</p>
<p>Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.</p>	<u>Year 2</u>	<p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.</p>
<p>Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.</p>	<u>Year 1</u>	<p>Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction.</p>

		<p>Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly.</p>
<p>Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping</p>	<p><u>EYFS</u></p>	<p>Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>

Progression of Vocabulary

<u>Area</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
<u>Dance</u>	action, direction, high, move, shape, space, travel, counts, finish position, low, quickly, slowly, start position	Balance, beat, copy, fast, level, pathway, pose, timing	Create, dynamics, expression, matching, mirroring, perform, speed, unison
<u>Gymnastics</u>	Around, copy, land, roll, star, balance, hold, over, shape, still, bend, jump rock, squeeze, straight, travel	Action, control, direction, level, speed	Link, pathway, pike, sequence, straddle, tuck
<u>Ball Skills</u>	Ball, catch, hit, partner, ready, run, target, bounce, dribbling, kick, points, roll, score, throw	Control, ready position, soft, swing, track, underarm Batter, bowler, hit, ready position, batting, fielder, out, track, bowl, fielding, overarm, underarm (sending & receiving unit)	Collect, prepare, receive, release, touch Backstop, runs, collect, stump, tactics, teammate (sending & receiving unit)
<u>Athletics</u>	Balance, fast, jump, run, slow, target, bend, hop, land, safe, space, direction, jog, rules, safely, stop (ball skills / fundamentals/games)	Control, further, leap, overarm, quickly, time, underarm, walk	Aim, distance, far, height, landing, spring, takeoff
<u>Fundamentals</u>	Balance, direction, jump, run, slow, bend, fast, land, safely, space, travel, crawl, hop, rules, slide, stop	Dodge, jog, ready position, skip, swing	Hurdle, speed, sprint, take off, weight
<u>Games</u>	Aim, direction, kick, partner, points, safely, stop, win, bounce, dribble, land, pass, rules, score, team, catch, jump, lose, path, run, space, throw (taught in ball skills / fundamentals / games units)	Attacker, defender, dodge, goal, mark, track (invasion) Net, racket, ready position, track, underarm (net / wall) Balance, distance, further, overarm, swing, underarm (sending and receiving)	Attack, opponent, send, teammate, defend, possession, shoot, goalkeeper, receive, tactic (invasion) Against, defend, quickly, receive, return, trap (net/wall) Accurate, ahead, opponent, release, strike, teammate (sending and receiving)

Physical Education Concepts at Butler's Hill

Physical Competence	Our curriculum is carefully sequenced to support the development of fundamental movement skills crucial in early childhood, such as balance, coordination, jumping, walking, and running. These core physical competencies are revisited and built upon progressively across the infant years, ensuring pupils gain the confidence and control needed to access more complex movements. Lessons are designed to address misconceptions swiftly, with plenty of opportunities for pupils to apply skills in both structured lessons and active play. Targeted support and interventions help those who need additional guidance to develop their physical competence.
Participation	Our inclusive and accessible curriculum ensures all pupils, regardless of ability, are actively engaged in at least two P.E. lessons each week, with further opportunities to participate in extracurricular activities. We foster a positive environment where children are encouraged to enjoy being active, promoting physical confidence and motivation. Increased participation is key to developing healthy habits and a lifelong enjoyment of movement and play.
Strategy	Through age-appropriate and well-sequenced lessons, pupils develop early tactical awareness, learning to make simple decisions about movement and cooperation in games and activities. At Butler's Hill, children are introduced to basic attacking and defending concepts, supporting their understanding of teamwork, spatial awareness, and strategic thinking in physical contexts. This helps prepare them for more complex physical challenges as they progress.



Impact

The P.E. provision at Butler's Hill is well planned and engaging, enabling all pupils to develop essential fundamental movement skills during this critical early stage of physical development. Regular monitoring and evaluation—including teacher assessments, pupil progress tracking, and observations—demonstrate that children are becoming increasingly confident, coordinated, and physically active.

Our consistent, high-quality approach to teaching P.E., supported by the GetSet4PE scheme and specialist coaching, ensures that most pupils leave the infant phase equipped with the skills and physical literacy necessary to thrive in Key Stage 2. This strong foundation supports improved attainment in P.E. as well as positive impacts on concentration, wellbeing, and learning readiness across the curriculum.

The profile of sport and physical activity is high within the school community. Feedback from pupil and parent voice surveys consistently shows that P.E. is well liked, well taught, and enjoyed by nearly all pupils. Children are developing a clear understanding of the importance of leading healthy, active lifestyles, with growing awareness of the benefits of regular exercise.

We are proud that our pupils are developing the motivation, confidence, physical competence, and knowledge needed to enjoy P.E. lessons and to sustain a lifelong love of sport and physical activity. We will continue to build on this impact, ensuring that all pupils leave Butler's Hill physically literate and enthusiastic about maintaining healthy, active lives.