

Physical Education

Intent

Our curriculum intent for Physical Education reflects the purpose and aims of the National Curriculum by helping our pupils to acquire knowledge and utilise learned skills to maximum effect. Pupils develop a love for physical activity and an appreciation and understanding of how exercise improves our physical and mental health and wellbeing. Pupils learn to develop and improve both personal physical skills and those skills that can be utilised to contribute to a team performance. Pupils develop a love of the outdoors and an understanding of how to take assessed risks to maximise achievement.

Implementation:

Pupils receive 2 hours of PE per week. 1 hour is delivered by Miss Rossiter, Sporting World, as part of teachers' non-contact PPA time. The other hour is delivered by the class teacher. Assessment is completed by both teachers.
SVSJ and Sporting World have worked together to create and deliver in a **connected** way a curriculum that is coherent, progressive and consistent and exploits and maximises the **unique** resources available to the school.

All staff are committed to providing **adventurous,** engaging and inclusive PE lessons which give children the opportunity to be active throughout the week, work individually and as a team and develop a love of exercise.

Impact:

As a school, we encourage pupils to continually develop, review, and **connect** their existing ideas and working methods in order to make sense of the world in which they live. Teachers work to develop a strong sense of curiosity and give child the confidence to explore, develop and challenge their own ideas. The necessity to have a broad and comprehensive curriculum is vital for our pupils to develop their ability to work with others and independently to create a product.

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Physical Education

		PE					
KS1	Year 1	Multi Skills *Health & Fitness exercises*	Multiskills & Invasion *Understanding Health & Fitness*	Gymnastics *Understanding Health & Fitness*	Hand Eye Co-ordnation *Dance*	Striking & Fielding-skills *Athletic Movements*	Athletics *Swimming (starts 22/23)*
	Year 2	Multi Skills *Health & Fitness-Football*	Multiskills & Invasion *Health & Fitness exercises*	Gymnastics *Hand/eye co-ordination (Badminton)*	Hand-eye co-ordination (Tennis) *Swimming*	Striking & Fielding - skills *Dance*	Athletics *Striking & Fielding Games*
LKS2	Year 3	Invasion Games *Health &Fitness*	Invasion Games *Swimming*	Gymnastics *Hand-eye skills (Badminton)*	Tennis *Dance*	Cricket/Rounders *Athletics*	Athletics *Striking & Fielding Games*

Progression

UKS2	Year 4	Invasion Games *Health & Fitness Football*	Invasion Games *Health & Fitness*	Gymnastics *Dance*	Tennis/Table Tennis *Swimming*	Cricket & Rounders *Athletics*	Athletics *Striking & Fielding*
	Year 5	Invasion Games *Health & Fitness*	Invasion Games *Health & Fitness*	Gymnastics *Badminton*	Tennis *Swimming*	Cricket & Rounders *Swimming/Athletics*	Athletics *Striking & Fielding*
	Year 6	Invasion Games *Swimming/Cricket*	Invasion Games *Cricket*	Gymnastics *Badminton*	Tennis *Dance*	Rounders *Athletics*	Athletics *Swimming*

Sporting World
Class teacher

	EYFS	Year 1	Year 2
Applying Physical Skills	Move confidently in different ways. Perform a single skill or movement with some control. Perform a small range of skills and link two movements together.	Perform one or two skills or movements with some control. Perform a range of skills and link two or more movements together. Shadow a partner's movements accurately Negotiate space when racing or chasing, adjust speed or change direction	Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction and speed. Work collaboratively to pass a ball/bean bag in a team game Balance and move under, over and through apparatus.
Personal	Enjoy working on a simple task with help. Follow instructions and practise safely. Work on simple tasks on my own.	Follow instructions, practise safely and work on simple tasks by myself Move short distances in water/swim using aid, become more confident in the water.	Try a task several times and ask for help where appropriate. Use a basic stroke to become more confident in and under water.

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Social	Can play with others and take turns and share with help. Can work sensibly with others, taking turns and sharing.	Work sensibly with others, taking turns and sharing.	Work sensibly and safely with others, taking turns and sharing. Help, praise and encourage others in their learning.
Cognitive	Can follow simple instructions. Can understand and follow simple rules. Can name some things that I am good at.	Understand simple rules and suggest some activities that pupils can do well. Identify a simple goal in PE/games context.	Order instructions, movements and skills, recognise similarities and differences. Explain why someone is achieving or performing well.
Creative	I can observe and copy others. I can explore and describe different movements.	Explore and describe different movements	Compare my movements and skills with those of others. Select and link movements together to fit a theme.
Health and Fitness	Aware of the changes to the way I feel when I exercise. Aware of why exercise is important for good health.	Understand the effect of exercise on our bodies and why it is important for good health.	Articulate how body feels before, during and after exercise, and why. Use equipment appropriately and move and land safely.

Key Skills (NC Aims)	● Children show good control and co-ordination in large and small movements They move confidently in a range of ways, safely negotiating space	▪ 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 Vocabulary and Concepts		*Warm-up, heartbeat, walk, jog, skip, gallop, jump, stretch, tall, long, straight, small, curl, back, tummy, bottom, knees, feet, shoulders, hands, hop, crawl, slide, throw, space* Learning the effect of exercise on our own bodies and how it contributes to a healthy lifestyle. How we can respond creatively to stimuli within dance. Behaving safely in water. Entering and exiting safely	*rrow, tuck, squat, wide, star, muscles, tight, repeat, travel, creep, levels, apparatus, balance, smooth, goal, score, position, pass, attack, entry, exit, water-safety, stroke , push, glide, teamwork* Learning the effect of exercise on our own bodies and how it contributes to a healthy lifestyle. How we can respond creatively to stimuli within dance. Understanding the risk in water. Entering and exiting water safely.
Skills and knowledge to be assessed for depth of learning	Agility 1 Can the children follow a ball and collect it?	Agility 1 Can the children roll a ball, chase it and collect it facing the opposite direction?	Agility 1 Can the children, starting in a lying or seated position, chase a ball and collect it facing the opposite direction?

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	Agility 2 Can the children collect a bounced ball? Balance 1 Can the children stand still with one foot on the floor for a short period? (on both legs) Balance 2 Can the children jump from 2 feet to 2 feet and maintain their balance? Co-ordination 1 Roll a ball around cones, hoops and people. Co-ordination 2 Can the children follow movements such as side-steps and hopping?	Agility 2 Standing 1m away from a partner, can the children retrieve a bounced ball before 2 bounces? Balance 1 Can the children stand still with one foot on the floor for 10 seconds without losing balance? (on both legs) Balance 2 Can the children jump from 2 feet to 2 feet forwards, backwards and side to side? Co-ordination 1 Sitting on the floor with legs in front of them, can the children roll the ball along the floor around their body using both hands? Co-ordination 2 Can the children side-step, gallop, hop and skip appropriately?	Agility 2 Standing 1m away from a partner, can the children retrieve a bounced ball before 2 bounces, from a choice of 2 dropped balls from either hand of the partner? Balance 1 Can the children balance on one leg and do mini-squats? (on both legs) Balance 2 Can the children jump from 2 feet to 2 feet with a quarter/half turn and keep their balance? Co-ordination 1 Standing up, can the children roll a ball up and down their legs and round their upper body? Co-ordination 2 Can the children side-step including a 180degree front and reverse pivot in

			between? Can the children skip so their opposite elbow meets the knee?

	Year 3	Year 4	Year 5	Year 6
Games	Choose, use and vary simple tactics for attacking and defending (e.g. positioning) *Invasion (e.g. Football, Netball)* Use a variety of skills consistently in a game e.g. rolling, hitting, kicking, throwing and catching	Strike, throw and catch with control and clear sense of direction *Striking and Fielding (e.g. Cricket, Rounders)* Follow the formal rules of the game and demonstrate they can play fairly Keep possession of a ball (with e.g. hockey stick, hands, feet) *Invasion (e.g. Hockey)* Show awareness and accuracy in passing. *Invasion (e.g. Hockey, Football)*	Carefully select and use a variety of techniques to pass *Invasion (e.g. Netball, Football, Rugby)* Develop consistency in skills of running, throwing, catching, passing, jumping and kicking through practise and repetition *Invasion (e.g. Netball, Rugby)* Develop the skills of forehand or backhand when playing racket games, showing control *Net and Wall (e.g. Tennis, Badminton)*	Choose and combine skills in game situations (running, throwing, catching, passing, and kicking) *Invasion (e.g. Rugby, Basketball, Netball, Football)* Work alone and with a team to outwit an opponent / opposing team Use a range of shots and strokes to strike a ball in order to outwit the opponent, considering the direction of play *Net and Wall (e.g. Tennis, Badminton); Striking and Fielding (e.g. Cricket)*

			Hit a bowled or volleyed ball with accuracy in return *Striking and Fielding (e.g. Rounders, Cricket); Net and Wall (e.g. Tennis)*	Act as a good role model within a team, taking a lead role when required
Dance	Experiment with actions, dynamics, directions and levels Remember and repeat dance phrases	Vary speed and levels within a dance sequence Link movements into dance sequences	Learn different dance styles, explaining the patterns and forms of the dance Actions are controlled and express emotions	Choreograph creative and imaginative dance sequences, independently and in a group Choreograph and perform more complex sequences
Gymnastics	Demonstrate control and coordination when performing a range of actions with transitions Devise, repeat and perform a short sequence that shows changes in speed, level and direction Create a sequence using apparatus	Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling Show changes of direction, speed and level during a gymnastic sequence Create successful and stable balances and shapes Decide on strategies, skills and equipment needed to complete a challenge based on experience	Perform a range of gymnastic actions with consistency, fluency and clarity of movement Show body tension and extension and good weight transference when performing Combine dynamics when making sequences using changes of speed, level and direction	Create longer, more complex gymnastic sequences that include a good range of well performed gymnastic elements Incorporate a range of different speeds, directions, levels, pathways and body rotations during gymnastic performances Rehearse, refine and perfect gymnastic skills

Athletics	Run at a speed appropriate to the distance Jump from a standing position Able to throw a ball using an under and over arm technique	Sprint over a short distance Pace running over longer distances Develop techniques to be able to throw further Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate	Choose the best pace for running over a variety of distances Use a range of throws accurately to hit a target over a range of distances Combine running and jumping in athletic activities (long jump)	When running over a range of distances, show stamina, speed and control Throw accurately, perfecting techniques by analysing the movement and body shape Demonstrate control, balance and power in take-off and landing when jumping Compete with others, recording results, setting targets and endeavouring to improve performance.
Outdoor Education (delivered via Forest School and residentials)	Use basic maps and diagrams to orientate themselves and to move from one place to another Use maps and compasses to orientate themselves Adjusts plans and actions depending on changing situations Able to work in a group to plan actions to solve a problem		Read a variety of maps and plans of the environment, recognising symbols and features Value the importance of planning and thinking as they work through their challenge Take on both leadership and team roles when solving a problem, demonstrating good sportsmanship skills	
Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]			

Progression

	Perform safe self-rescue in different water-based situations			

