



Shaldon Primary School - Our PE Curriculum Vision

Becoming a sports person:

A high-quality physical education curriculum inspires all pupils to succeed and excel in fun competitive sport and other physically-demanding activities. It should provide exciting 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.

EYFS:

Developing control and coordination of movement

	Dance and Gymnastics	Competitive Games	Athletics	Swimming	Outdoor Pursuits
Y1	<ul style="list-style-type: none"> • Simple balances • Sequence 3 moves • Move around obstacles • Link balances • Travel between balances 	<ul style="list-style-type: none"> • Throw and catch on own • Gather a rolling ball • Move carrying a ball • Follow instructions 	<ul style="list-style-type: none"> • Jump 2 foot to 2 foot • Run fast and run slow • Throw different objects (balls, bean bags etc) • Understand faster/slower when running 	X	X
Y2	<ul style="list-style-type: none"> • Balance using 3 points • Travel in different ways • Repeat movements to a rhythm • Holing a position 	<ul style="list-style-type: none"> • Throw and catch a ball with a partner • Follow the direction of a ball, understanding where it might land • Work with a partner to develop catching skills 	<ul style="list-style-type: none"> • Jump 1 foot to 2 foot • Throw different objects • Move from a jog to a spring • Run at different speeds 	X	X
Y3	<ul style="list-style-type: none"> • Balance & hold with control & effect • Extending position to enhance balance • Move from a balance into travel • Perform contrasting actions 	<ul style="list-style-type: none"> • Throw and catch a variety of balls • Gather and return balls with accuracy • Move into available space • Apply the rules of a game • Compare performances to achieve personal best 	<ul style="list-style-type: none"> • Use different ways of travelling at different speeds and following different pathways, directions or courses. • Change speed and direction whilst running. • Begin to choose and use the best space in a game. 	<ul style="list-style-type: none"> • push and glide on my front and back. • swim 10m or more with a fair stroke action on my front and back. • perform a star float on my front and back. • pick an object off the bottom of the pool. 	<ul style="list-style-type: none"> • follow a map in a familiar context. • move from one location to another following a map. • use clues to follow a route. • follow a route accurately, safely and within a time limit.

	Dance and Gymnastics	Competitive Games	Athletics	Swimming	Outdoor Pursuits
Y4	<p>Create a sequence to include rolling</p> <p>Changing dynamics and direction</p> <p>Provide feedback to others</p>	<ul style="list-style-type: none"> • Throw and catch a ball over distance • Gathering and returning a ball with accuracy and speed • Marks others in a space • Apply rules to tactics • Compare performances to achieve personal best. 	<ul style="list-style-type: none"> • Begin to make decisions around the correct pace, when to slow down and speed up • Sprint over a short distance and combine running and jumping. • run over a long distance. 	<ul style="list-style-type: none"> • swim between 25 and 50metres unaided and keep swimming for 30 to 45 seconds, using swimming aids and support • use a variety of basic arm and leg actions when on my front and on my back. • swim on the surface and lower myself under water. • recognise how my body reacts and feels when swimming. 	<ul style="list-style-type: none"> • follow a map in a more demanding familiar context. • move from one location to another following a map. • use clues to follow a route. • follow a route accurately, safely and within a time limit.
Y5	<p>Evaluate to improve</p> <p>Extend knowledge of dynamic and body tension</p> <p>Coaching to improve</p> <p>Work with a partner to sequence</p>	<ul style="list-style-type: none"> • Throw and catch a ball around an obstacle and with increased accuracy • Gather and return a ball tactfully • Mark others in a space • Apply rules to tactics • Compare performances to achieve personal best 	<ul style="list-style-type: none"> • controlled when taking off and landing in a jump. • Follow specific rules around relays, racing strategically and consider the most effective way of completing a race 	<ul style="list-style-type: none"> • swim between 50 and 100 metres and keep swimming for 45 to 90 seconds • use 3 different strokes, swimming on front and back. • control breathing and swim confidently and fluently on the surface and under water. • recognise how swimming affects the body, and pace efforts to meet different challenges. 	<ul style="list-style-type: none"> • follow a map in an unknown location. • use clues and compass directions to navigate a route. • change my route if there is a problem. • change my plan if I get new information.
Y6	<p>Adapt a sequence for different apparatus layout</p> <p>Use different dynamics and sequence</p> <p>Make longer/complex sequences</p> <p>Group sequences together</p> <p>Invent sequence from a stimulus eg story</p> <p>Repeat a sequence within a timescale</p>	<ul style="list-style-type: none"> • Throw and catch a ball on the run • Gather and receiving with others supporting • Mark tactically with others • Apply rules of practise independently • Compare performances to achieve personal best 	<ul style="list-style-type: none"> • can demonstrate stamina and endurance, using a variety Of running styles- spring, jog, skip, jump in competitive and non competitive situations • Begin to coach others to improve their athletic performance 	<ul style="list-style-type: none"> • swim further than 100 metres and swim fluently and confidently for over 90 seconds. • use all 3 strokes with control and swim short distances using butterfly. • breathe so that the pattern of swimming is not interrupted. • perform a wide range of personal survival techniques confidently. • describe good swimming technique and show and explain it to others. 	<ul style="list-style-type: none"> • plan a route and series of clues for someone else. • plan with others taking account of safety and danger.

Physical Education

Statement of intent

Aim

A high-quality physical education curriculum inspires all pupils to succeed and excel in fun competitive sport and other physically-demanding activities. It should provide exciting 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.

We want to enable our children to:

- Develop competence to excel in a broad range of physical activities
- Sustain physical activities for periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Approach

Physical Education is taught primarily through weekly PE sessions that will:

- Engage learners through physically active lessons
- Build knowledge in sessions towards applying skills towards intended outcome (e.g. competitive matches/inter class competition)
- Focus on specific knowledge – not just playing matches (e.g. Cricket – learners to be taught how to catch effectively)
- Develops a love for sport through rich and engaging competitions, visitors and experiences
- PE learning experience will most likely be delivered through the Leadership, Well-being or Expression learning gateways.
- There could be opportunities for PE to be a focus of a learning experience.

Outcomes

By the time the children leave our school, we want them to be physically confident in a way which supports their health, fitness and attitude. They will:

- Competitively play in a range of activities and sports which encourages a love of sport
- Develop flexibility, strength, technique, control and balance
- 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.

Overview: Teaching and Learning of Physical Education

Through weekly PE lessons, and learning experiences, children will develop a range of knowledge and skills that will enable them to become confident athletes and aware of how to live, and the benefits, of a healthy lifestyle.

They will develop the following underpinning skills which will enable them to acquire, use and communicate PE knowledge:

Compete

Learners should enjoy communicating, collaborating and competing with each other.

Respect

Pupils should develop an understanding of how to respect others during competitive activities

Evaluate

Learn how to evaluate and recognise their own success and successes of others.

Areas for Study:

- a) Develop flexibility, strength, technique, control and balance (Gymnastics and athletics)
- b) Play competitive games and apply basic principles suitable for attacking and defending (Invasion Games)
- c) Use a range of movements to create a dance performance (Dance)
- d) Take part in athletic experiences
- e) Take part in outdoor and adventurous activity challenges both individually and within a team.
- f) Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

