

# Physical Education Curriculum

DISCOVER	LEARN	DEVELOP
INTENT: Curriculum Design, Coverage and Appropriateness (Policy, Culture, Scope)	IMPLEMENTATION: Curriculum delivery, Teaching and Assessment (Pedagogy, Components , Sequencing)	IMPACT: Attainment and Progress (Memory, Assessment, Systems)
<p>Our aim is for a P.E. curriculum that encourages and provides opportunities for all children to lead healthy, active lives. To enable them to know more, remember more and understand more about the positives involved in a healthy lifestyle.</p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding in physical education as set out in the National Curriculum so that children can reach and exceed their potential at St.Kew and beyond.</p> <p>We believe fast paced and exciting high quality P.E lessons inspire children. All of our lessons are well structured, building on skills taught previously or through the skills development stage of the lesson.</p> <p>The children are equipped with the vocabulary to understand the different parts of the body affected by exercise and the different movements that they do during the lesson itself.</p> <p>Lessons provide opportunities for children to support, evaluate and challenge themselves to beat their own personal best or to compete with one another. We believe that children have every opportunity to access many different skills or sports. This will happen through intra and inter-school competitions, festivals, as well as a range of different clubs.</p>	<p>The clear and comprehensive scheme of work by ARENA is in line with the National Curriculum.</p> <p>In P.E, children will study four areas of sport throughout the year. These include: Gymnastics, Athletics, Games and Dance. Year 4/5/6 pupils will swim each year and Year 5/6 will experience outdoor and adventurous activities during our residential experiences. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader.</p> <ul style="list-style-type: none"> <li>• PE Kit</li> </ul> <p>Children come to school on 'Trainer Days' (Tuesdays and Thursdays) in clothing suitable for PE..</p> <ul style="list-style-type: none"> <li>• Access to experts</li> </ul> <p>All children will receive weekly coaching from Argyle staff as well as opportunities to work with additional PE experts.</p> <ul style="list-style-type: none"> <li>• Inter Events</li> </ul> <p>Children will have access to competing against pupils from other schools.</p> <ul style="list-style-type: none"> <li>• Displays</li> </ul> <p>Display in school will celebrate involvement in PE.</p> <ul style="list-style-type: none"> <li>• Clubs</li> </ul> <p>Children will have access to PE outside of the school day.</p> <ul style="list-style-type: none"> <li>• Staff Development</li> </ul> <p>Teachers have access to CPD to improve their confidence and ability to teach PE effectively..</p> <ul style="list-style-type: none"> <li>• Curriculum</li> </ul> <p>Clear and comprehensive PE scheme of work. The teaching and learning of healthy lifestyles is planned explicitly within each year group as part of the ARENA PE SOW.</p> <ul style="list-style-type: none"> <li>• Cross Curricular links</li> </ul> <p>The PE SOW / policy makes links with other subjects including Science, PSHE and Maths.</p>	<ul style="list-style-type: none"> <li>• Children will achieve age related expectations in PE.</li> <li>• Children will enjoy sport and will seek additional extra-curricular activities both school and external to school related.</li> <li>• Participation levels in PE will be 100%.</li> <li>• Children will show a good understanding of healthy eating.</li> <li>• Children will access the free fruit or bring their own fruit.</li> <li>• Children's packed lunches indicate a balance diet.</li> </ul> <p>Pupil conferencing is used across all of the year groups to assess the children's knowledge and skills of what they have learnt through their topics.</p> <p>Children are physically active - choosing to put maximum effort into all sporting activities and carry this on into future life.</p> <p>Children will be able to use key vocabulary when discussing Physical Education and Physical activity.</p>

## LEARNING TO LEARN SKILLS

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In PE, all Learning to Learn skills are used but the following skills are utilised in particular.


Rolling Programme						
Starlings (EYFS/Year 1)		Magpies (Year 2 & 3)		Eagles (Year 4, 5 & 6)		
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle C

Games: EYFS Fundamental skills 1  EYFS Gym 1	Games: EYFS Fundamental skills 2  KS1 Gym: Basic Skills	Games: Football  Gym: Stretching and Curling	Games: Basketball  Gym: Basic Skills	Games: Football  Games: Netball	Games: Basketball Fitness Circuits	Games: Hockey  Games: Netball
Games: KS1 Fundamental  Dance: Celebrations	KS1 Games 1  Gymnastics: Travelling with jumping and landing	Games: Tag rugby  Dance: Celebration	Games: Football  Dance: Antarctica	Games: Tag rugby  Dance: India	Games: Football  Dance: Communication	Games: Handball  Dance: WW2

Games: EYFS Games 1  Dance: Antartica KS1	Games: EYFS Games 2  Dance: Fairy Tales (EYFS)	Games: Basketball  Gym: Flight	Games: Hockey  Gym: Asymmetry/Symmetry	Games: Basketball  Circuits	Games: Hockey  Swimming/ Circuits	Games: Football  Swimming/ Circuits
Games: KS1 Athletics 1  Dance: Dinosaurs (Y1)	Games: KS1 Games 2  Dance: Animals	Games: Hockey  Games: Netball	Games: Tag Rugby  Dance: Shake, Rock and Roll	Games: Hockey  Gym: Swimming/ Partner sequences	Games: Tag rugby Gym: Asymmetry/Symmetry	Games: Tag rugby  Gym: Counterbalance

Games: Fundamental Athletics 1  EYFS Gym 2	Games: KS1 Athletics 2  EYFS: Striking & Fielding	Games: Athletics  Games: Tennis	Games: Athletics  Games: Cricket	Games: Athletics  Games: Tennis	Games: Athletics  Games: Cricket	Games: Athletics  Games: Cricket
Games: EYFS Fundamental  Games: KS1 Striking & Fielding	Games: KS1 Net & Wall  Dance: Toys	Games: Athletics  Dance: Machines	Games: Athletics  Games: Striking/Fielding	Games: Athletics  Games: Striking and Fielding	Games: Athletics  OAA	Games: Athletics  Games: Tri Golf

PE Skills Progression								
	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<b>Gymnastics</b>	I can move confidently in a range of ways.	I can show a variety of actions using the floor and where appropriate, the apparatus, such as; walking, running, slithering, sliding, jumping, galloping, rolling, skipping, hopping, sidestep balancing and climbing.	I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus.	I can join together four actions showing different pathways and moving in different directions.	I can make up a sequence of 6 - 8 actions that link together using the floor and apparatus.	I can create a sequence of 6 - 8 elements using the floor and apparatus.	I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus.	I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus.
	I can experiment with ways of moving.		I can make a shape at the beginning and the end of my movements. (Start and finish positions).	I can either, start on the floor and finish on the apparatus or start on the apparatus and finish on the floor.	I can show contrasting shapes, actions and travelling movements within a sequence. I can show different levels in a sequence.	I can name and include both symmetrical and asymmetrical elements and a start and finish position. I can show different levels in my sequence and perform with some body tension.	I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.	I can show changes of levels in my sequence. I can include 3 or more partner balances and travel in unison and cannon.
			I can create a gymnastic sequence using the floor and apparatus of 4 different actions in which I can show stretched and curled actions.	I can choose 24 different gymnastic actions. I can include a jump in my sequence. I can link these together, so I do one after the other, using	I can combine learnt techniques (Y1&2) for a fluid sequence.			

			I can include a start and finish position.	the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions).				
<b>Athletics</b>	Move confidently in a range of ways	I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes.	I can demonstrate the skills I have learned, to throw jump and run in a competitive situation.	I can demonstrate the skills I have learned in a competitive situation.	I can sprint using an effective arm action.	I can sustain a sprint with a good arm/leg drive.	I can run using a good knee lift.	I can choose the best place for running over a variety of distances.
		I can take part in an agility course using the skills I have learnt to bound, hop, jump and skip – I can take turns with other children.	I am beginning to increase the distance I can jump by improving my technique and I can hop, jump and leap.	I can increase the distance I can jump by improving my technique and I can link a hop, jump and leap together. I am beginning to use my arms to help increase distance, my head for balance and my legs for a good take-off and landing.	I can pass and receive a baton successfully. I can select a jump for distance, driving arms and legs to gain height. I can throw balls in a variety of ways with increasing accuracy. I can participate in an athletics competition and am trying to improve my sprinting, jumping and throwing skills.	I can pass/receive the baton successfully in a Shuttle relay race. I can combine a number of jumps with control, coordination and consistency. I can throw with accuracy at a target. I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, jumping and throwing.	I can throw a variety of different implements with increasing distances and long jump by taking off on one foot and landing with both. I can combine sprinting with low hurdles over 60m. I can throw accurately and refine performance by analysing technique and body shape. I can keep track of personal best performances, setting targets for improvement.	I can show control in take-off and landing when jumping. I can keep track of personal best performances, setting challenging targets for improvement. I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, long distance running, jumping and throwing.
<b>Team games</b>	Negotiates space successfully play racing and chasing games with each other, adjusting speed and direction.	I can begin to use the skills I have learned to start and stop, move in different directions, balance in different shapes, bounce and pass a ball in a small game situation.	I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.	I can use my throwing skills to play a Frisbee golf game as in the pupil challenge.	I can develop fielding and possession skills.	I can apply and explain rules and tactics of a variety of games.	I can explain rules and tactics in detail.	I can gain possession confidently and apply attacking and defending skills.
		I can use the skills I have learnt to bounce a ball over a line in a game.	I can use the skills I have learnt including bouncing, dribbling, passing and receiving. I can begin to use the skills I have learned to play a competitive game. (ready position, volley, return the ball).	I can send, receive and steer a ball in a game situation.	I can begin to apply tactics and rules in a game. I can ask and answer questions to suggest reasons/improvements /changes.	I can suggest improvements; support others. I can keep and control the possession of a ball. I can field with control.	I can work in a team or alone to gain possession of a ball. I can reflect- ask and answer questions to change or improve games/ performance	I can apply understanding of rules and tactics e.g. officiating. I can support other players; coaching; modelling

<b>Dance and movement</b>	Show control with large and small movements	I can begin to perform simple dance moves  I can show some rhythm and control when moving  I can feedback verbally to partner	I can explore movement ideas and respond imaginatively to a range of stimuli.  I can move confidently and safely in their own and general space, using changes of speed, level and direction.  I can compose and link movement to make simple dances with clear beginnings, middles and ends.  I can perform movement phrases using a range of body actions and body parts.  I can talk about dance ideas inspired by different stimuli.	I can practice and perform a dance.  I can work with a partner, using levels and travel actions in my dance.	I can create and perform a dance which has 3 sections within it.  I can include an action - reaction element to my dance.  I can include unison and canon within my dance.  I can make movements which begin to show fluidity.  I can change speed and level within a performance  I can give feedback. Suggest next steps to peers	I can explore and create characters and narratives in response to a range of stimuli.  I can use simple choreographic principles to create motifs and narrative.  I can perform complex dance phrases and dances that communicate character and narrative.  I know and describe what you need to do to warm up and cool down for dance.  I can describe, interpret and evaluate their own and others' dances, taking	I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group.  I can compose dances by using adapting and developing steps, formations and patterning from different dance styles.  I can perform dances expressively, using a range of performance skills.  I can organise my own warmup and cool-down activities to suit the dance.	I can copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase.  I can teach a dance phrase to a friend and learn theirs.  I can perform dances using advanced techniques with a range of dance styles and forms.  I can suggest new ways of working/ask and answer questions to reflect
			I can copy, watch and describe dance movement.			account of character and narrative.	I can show an understanding of why it is important to warm up and cool down.  I can describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	
<b>Outdoor Adventurous activities</b>	N/A	N/A	N/A	I can work with a partner to complete an orienteering course of 10 controls on a playground.  I can work in a group to cross an imaginary river safely.  I can use only the equipment on the river bank to help me and work as part of a team.	I can use more detailed plans and diagrams that take them from familiar to less familiar areas.  I can use ideas they have learned in one task and apply them in another.  I can identify potential risks.	I can develop the range and consistency of my skills and work with others to solve challenges.  I can choose and apply strategies and skills to meet the requirements of a task or challenge.  I can work safely.  I can describe and evaluate my own and others' performances.	I can orientate self to solve problems, locating particular places.  I can adapt actions to changing situations.	I can confidently orientate self and others to solve a problem in a more unfamiliar Environment.  I can develop skills to solve problems in intellectual and physical challenges.  I can take part in an orienteering competition using most of the skills that I have learned.  I can work sensibly and collaboratively with your partner / group to achieve a safe outcome and be able to trust each other.
<b>Swimming and Water Safety</b>	N/A	N/A	I can enter the water safely and correctly from either the pool side or the steps.  I can move freely across the pool in any direction.	I can travel a minimum distance of 5m on my front with a float.  I can travel a minimum distance of 5m on my back with a float. I can propel a floating object for 3m by any method.	I can use one basic stroke  I can show coordination and control in arm and leg movements.	I can use more than one stroke and coordinate breathing.	I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct.	Any child not meeting the 25m requirement will receive swimming intervention <b>Swim 25m by the end of Year 6.</b>  I can explore personal survival skills safely.

			I can half submerge the face in the water and blow bubbles for 3 seconds.					
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Specific sports to be covered: Football, Tag-Rugby, Netball, Athletics, Hockey, Tennis