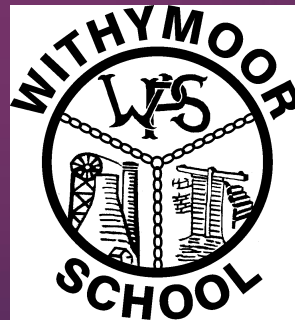


Withymoor Primary School PE Curriculum

LEARNING TOGETHER, AIMING FOR EXCELLENCE.





Withymoor Primary School Curriculum Intent

At Withymoor Primary School we value and promote kindness and respect for all individuals, regardless of their race, gender, disability, religion or sexual orientation. We aim to offer, through a diverse, rich and challenging curriculum, exciting learning opportunities that develop curiosity, resilience, creativity and the skills of collaboration. We also aim to instil in our pupils a love of learning, an appreciation of the world, and a positive, secure sense of self. We want everyone at our school to achieve and be the very best that they can. Our curriculum is underpinned by our core value of Learning together, aiming for excellence.



Withymoor Primary School

PE Subject Intent

It is our intent that our children will live a healthy and active lifestyle, understanding the impact that physical activity has on their bodies. Through a range of activities and sports, they will practise and apply skills, in order to have the opportunity to participate in competitive games. In line with our school values, all children will have opportunities to learn together to create games and sequences within their lessons, develop sportsmanship and understand the conduct of fair play. Our children will be provided with opportunities to develop leadership qualities and to represent their school within sporting activities.



Essential Characteristics in PE

Essential Characteristics

- ▶ The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- ▶ The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities.
- ▶ To have a good understanding of a healthy lifestyle and how this impacts on our physical and mental health.
- ▶ The ability to remain physically active and to improve their stamina.
- ▶ The ability to take the initiative and become excellent young leaders in a range of sporting activities.
- ▶ To express levels of originality, imagination and creativity in their techniques, tactics and choreography.
- ▶ Deepen their knowledge of how to improve their own and others' performance and the ability to work independently.
- ▶ A willingness to participate in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- ▶ The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



Key Concepts in PE

Key Concepts

- ▶ **Develop practical skills in order to participate, compete and lead a healthy lifestyle.**
- ▶ **This concept involves learning a range of physical movements and sporting techniques.**



PE Progression KS1

Area of PE	Year 1	Year 2
Throwing and catching	<ul style="list-style-type: none"> - Throw underarm with increasing accuracy - Learn to throw overarm - Catch a large ball (basketball/rugby ball) 	<ul style="list-style-type: none"> - Throw accurately underarm and overarm. - Throw with increasing distance. - Understand when to use an over arm and underarm throw. - Catch large and smaller balls (tennis ball).
Hitting	<ul style="list-style-type: none"> - Hit a stationary object. - Hit a moving ball with a hand. - Hit with increasing accuracy. 	<ul style="list-style-type: none"> - Hit a moving ball - Hit with accuracy of distance and weight.
	<u>Hockey</u> <ul style="list-style-type: none"> - Move with a ball keeping control - Pass a ball accurately to a teammate. - Hit a ball with accurate direction. 	<u>Hockey</u> <ul style="list-style-type: none"> - Move at increasing speed keeping control of a ball. - Pass and receive a ball. - All Hitting end points applied to altered games.
	<u>Golf</u> <ul style="list-style-type: none"> - Hit a ball with accurate direction - Hit a ball with increasing accuracy with weight. - Record score to note progress. 	<u>Golf</u> <ul style="list-style-type: none"> - Hit a ball with accurate direction - Hit a ball with increasing accuracy with weight. - Hit a ball with increasing distance. - Record score to note progress.
Kicking	<ul style="list-style-type: none"> - Kick a stationary ball with accuracy - Attempt to dribble a ball. - Pass a ball to a stationary player. 	<ul style="list-style-type: none"> - Dribble a ball at the feet - Pass a ball to a moving player. - Know how to control a football - Know how to effectively kick at close range and at distance.
Compete	<ul style="list-style-type: none"> - Compete using skills in isolation - Compete with some skills in combination. - Compete in simple team games. - Talk about ways in which performance could be improved. 	<ul style="list-style-type: none"> - Compete using a combination of different skills. - Compete in team games - understand attack and defence. - Think about tactics in games to improve performance.

PE Progression KS1

Gymnastics – Flight

- Jumping from the floor and low level apparatus with a safe landing.
- Jumping from 1-2 2-2 1-1 feet.
- complete a half turn while on the ground.
- Understand the teaching points of a safe landing.

- Jumping from the floor and low level apparatus with a safe landing.
- Jumping from 1-2 2-2 1-1 feet.
- Create simple shapes in the air (i.e star, pike, tuck)
- Jump with a half turn.
- Understand the teaching points of a safe landing.

Gymnastics – Rolls

- Perform a log roll
- Perform an egg roll

- Recap on rolls from previous years
- Perform a rock and roll
- Perform a rock to stand.

Gymnastics – Balances

- Understand that a balance means being still.
- Understand that points balances are using small parts of their body (hands, feet, head, knees, elbows)
- Understand patch balances are using large parts of their body (back, tummy, shoulders, bottom)
- Perform different point and patch balances.

- Understand that balance means being still.
- Perform different point and patch balances.
- Experiment with balances to perform point balances using different number of points.
(i.e “can you perform a 2/3/1 point balance?”)
- Experiment with balances to perform a mixture of points and patch balances. (i.e perform a balance with 1 point and 1 patch)

Gymnastics – Perform

- Perform simple sequence of movements following instructions. (i.e perform a log roll, then a patch balance, then a star jump)
- Show some awareness of aesthetic awareness pointing fingers and toes.

- Perform simple sequences of movements following instructions. (i.e perform a log roll, then a patch balance, then a star jump).
- Create own routines with 3 or 4 movements.
- Show some awareness of aesthetic awareness pointing fingers and toes.

PE Progression KS1

Dance – Perform

- Perform simple routines of movement to music by following a model.
- Replicate movement when dancing. (e.g animals, transport, fictional characters)
- Show an aesthetic awareness.

- learn and perform simple routines of movement to music by following a model.
- Begin to create their own simple sequences of movements to music.
- Show an aesthetic awareness.
- Evaluate other pupil's performance.

Athletics

- Record performance and try to improve in:
- Running, Jumping, throwing and catching.

- Record performance and try to improve in:
- Running, Jumping, throwing and catching.

PE Progression KS2 - Gymnastics

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ○ Modify actions independently using different pathways, directions and shapes. ○ Identify similarities and differences in sequences. ○ Perform sequences with contrasting actions. ○ Show strength and flexibility to shapes and actions being performed. ○ Remember and repeat sequences. ○ Adapt basic sequences to include some apparatus. ○ Develop body management over a range of floor exercises. ○ Comment on others' gymnastics sequences describing what they did well. ○ Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle. 	<ul style="list-style-type: none"> ○ Decide on ways to improve a piece of work using compositional elements and implement changes. ○ Apply a broader range of more challenging skills executed with precision. ○ Perform actions such as balance, body shapes and flight with control. ○ Develop an increased range of body actions and shapes to use in longer, more complex sequences. ○ Identify 'core muscles' and use them to improve quality of shapes and actions. ○ Show smooth transitions and flow in sequences. ○ Adapt actions and sequences to work with partners and small groups. ○ At key points, compare their performances to previous ones. 	<ul style="list-style-type: none"> ○ Selects a component for improvement and use guidance from others to do so. ○ Explain the significance of a warmup and how it relates to gymnastics activity. ○ Create longer and more complex sequences and adapt their performances. ○ Follow, copy and repeat others' actions. ○ Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions. ○ Attempt to perform more complex skills in isolation such as round-off. ○ Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls. ○ Work responsibly in trust exercises and when counterbalancing. ○ Perform symmetry and asymmetry individually, in pairs and as a group. 	<ul style="list-style-type: none"> ○ Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria. ○ Perform increasingly complex sequences. ○ Compose and practise actions and relate to music. ○ Experience flight on and off apparatus. ○ Show clarity, fluency, accuracy and consistency in their movements. ○ Lead group warm up demonstrating the importance of strength and flexibility. ○ Work independently and in small groups to make up sequences to perform to an audience.

PE Progression KS2 - Dance

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ○ Contribute ideas to the structure of the dance. ○ Describe using appropriate language the features of dances performed by others. ○ Attempt to perform with a sense of dynamics. ○ Competently include props and other ideas in their dance. ○ Attempt short pieces of improvised dance responding to the structure/theme of the dance. ○ Share and create short dance phrases with a partner and in small groups. ○ Perform movements with increased control. ○ Express moods and feelings throughout the dance piece. ○ Can decide with others which floor patterns/pathways to follow. 	<ul style="list-style-type: none"> ○ Respond sensitively to professional work. ○ Refine, repeat and remember short dance phrases. ○ Perform with increasing musicality with control and confidence. ○ Perform dances with consistency. ○ Show rhythm and style when performing as an individual and with others. ○ Dance using a variety of formations confidently. ○ Show sensitivity to a dance idea/theme or story. ○ Showing self-control and maturity to perform a partner/ group contact work. 	<ul style="list-style-type: none"> ○ Confidently participate in dances from different cultures/parts of the world. ○ Perform different styles of dance clearly and fluently. ○ Refine & improve dances adapting them to include use of space rhythm & expression. ○ Adapt their skills to meet the demands of a range of dance styles. ○ Incorporate levels and flight into movement patterns and dances. ○ Create and use compositional ideas confidently such as pathways, step patterns and unison. ○ Recognise and comment on dances suggesting ways to improve. ○ Work collaboratively in groups to compose short dances. 	<ul style="list-style-type: none"> ○ Interpret different stimuli with imagination and flair. ○ Identify in others and self where good performance qualities are achieved. ○ Warm up and cool down independently. ○ Work creatively and imaginatively on their own, in pairs and in a group to create simple dances. ○ Use recognised dance actions and adapt to create motifs and movement patterns. ○ Communicate the artistic intention of a dance clearly, fluently, musically and with control. ○ Practise and refine coordination skills through activities such as live aural setting / freeze frame. ○ When working in groups/pairs take the lead suggesting ideas and refining actions of others. ○ Use facial expression to communicate emotion and a further narrative.

PE Progression Years 3 and 4

Invasion

Year 3		Year 4	
<p>Football</p> <ul style="list-style-type: none"> - Improve Kicking skills from KS1 and talk about them in terms of 'passing, shooting, dribbling. - Understand how to receive a pass and control the ball. - Understand how to safely make a tackle. 	<p>Football</p> <ul style="list-style-type: none"> - Maintain possession of a ball by thinking about body position and watching defenders. - Dribble in different directions using different parts of the feet. - To show different techniques in passing for accuracy and passing for distance. - Improve skills when moving at speed. 	<p>Football</p> <ul style="list-style-type: none"> - Successfully move into space to become available to receive a pass. - Understand defensive tactics - marking. - Understand defensive tactics – closing a player down. - Successfully look and pass to a player in space. 	<p>Football</p> <ul style="list-style-type: none"> - Implement a range of strategies to attack and defend. - Improve understanding of positions on the pitch. - Apply previously learned skills to a match situation. - Evaluate performance and lead warm-ups and drills.
Year 3		Year 4	
<p>Netball</p> <ul style="list-style-type: none"> - Improve passing and catching skills from KS1. - Experiment different ways to pass with a netball. (bounce, chest, shoulder) - To keep still and pivot when in control of the ball. 	<p>Netball</p> <ul style="list-style-type: none"> - To pass to a player on the move. - To receive a pass on the move and stop. - Shoot using correct technique and increasing accuracy. - Understand how to defend and intercept a pass. 	<p>Netball</p> <ul style="list-style-type: none"> - Successfully move into space to become available to receive a pass. - Apply and choose different passing techniques to effectively pass to a teammate. - Shoot with increasing accuracy. 	<p>Netball</p> <ul style="list-style-type: none"> - Improve understanding of positions on the pitch. - Apply previously learned skills to a match situation. - Evaluate performance and lead warm-ups and drills. -

PE Progression Years 5 and 6

Invasion

Year 5		Year 6	
<ul style="list-style-type: none"> - Pass a ball accurately to a partner - Receive a pass from a partner. - Dodge/step to avoid a tackler. - Understand how to tackle using tag belts. - Understand the concept of each team staying on their own side of play. - Understand how to score a try. 	<p><u>Rugby (Play adapted game)</u></p> <ul style="list-style-type: none"> - Successfully make a pass (Forwards or backwards) after being tackled. - Successfully make a tackle during a phase of play. - Get in position to receive a pass after a teammate has been tackled. - Keep score of tries during a match. 	<ul style="list-style-type: none"> - Understand the concept of 'offside' and return to the team's side after every tackle or break in play (a player should not be in a position where they can intercept the pass). - Understand that the ball can only be passed backwards. - Understand an attacking (diagonal) line and a defensive (flat) line. 	<ul style="list-style-type: none"> - Play and follow the rules - Understand how to pass before a tackle. - Understand the concept of making ground and supporting a player quickly after a tackle. - Talk defensively about gaps and marking. - Evaluate performance and lead warm-ups and drills.
<ul style="list-style-type: none"> - Move around keeping a ball under control with the hockey stick. - Successfully pass a hockey ball to a team mate. - receive a pass from a team mate. - Shoot with accuracy and control. 	<ul style="list-style-type: none"> - Understand techniques to maintain possession. (body position, look up etc) - Understand how to tackle safely. - Pass a ball to a team mate on the move. - dribble, shoot and pass in combination. 	<ul style="list-style-type: none"> - recognise the importance of movement into space to receive the ball. - Apply defensive tactics to intercept and tackle. - Successfully look and pass to a player in space. - Understand how to mark a player. 	<ul style="list-style-type: none"> - Implement a range of strategies to attack and defend. - Communicate effectively to identify marked players and to ask for the ball. - Evaluate performance and lead warm-ups and drills.

PE Progression Years 3 and 4

Net games

Year 3

- Develop understanding of forehand and backhand.
- Understand the correct way to stand when hitting a ball. (getting into position)
- Return a ball that has been fed.

- Develop accuracy of forehand and backhand.
- Apply understanding of how to get into position to prepare to hit a ball.
- Complete a rally between a partner selecting between forehand and backhand to keep the rally going.

Year 4

- Develop accuracy with forehand and backhand.
- Understand tactically where to hit a ball to win a point.
- Accurately hit a forehand and backhand volley from a fed ball.

- Develop accuracy with forehand and backhand.
- Understand tactically where to hit a ball to win a point.
- Accurately hit a forehand and backhand volley.
- Play a point applying different tennis shots.
- Evaluate performance and lead warm-ups and drills.

PE Progression Years 5 and 6

Net games

Year 5

- rally with a partner hitting the balloon with correct direction and force.
- Understand different ways to hit the balloon e.g a dig type shot and spike type shot.
- Communicate to call for the ball.

- perform a spike, dig and set shot from a fed ball.
- Rally with multiple players attempting the 3 shots,
- Move into position to effectively play a shot.
- Communicate effectively to call for or nominate a player.

Year 6

- perform a spike, dig and set shot from a fed ball.
- Rally with multiple players attempting the 3 shots,
- Move into position to effectively play a shot.
- Communicate effectively to call for or nominate a player.

- Perform a spike, dig and set shot as part of a rally.
- Set the ball to another player as part of a rally.
- Communicate effectively to call for or nominate a player.
- Evaluate performance and lead warm ups and drills.



PE Progression KS2

Striking and Fielding

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ○ Adhere to some basic rules of recognised games such as rounders or cricket. ○ Explain how fielders work together to restrict batters runs. ○ Apply simple tactics to choose where to hit the ball. ○ Strike a ball with some consistency. ○ Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling. ○ Play in simplified games. ○ Bowl accurately. ○ Show ready position to catch a ball. ○ Strike a stationary ball (off tee) with some consistency. ○ Strike a bowled ball with some consistency. ○ Identify how to improve own and others work and be tactful. ○ Field as a team to return the ball to the bowler/base effectively. 	<ul style="list-style-type: none"> ○ With increasing consistency, choose where to direct a hit from a bowled ball. ○ Use and apply the basic rules of the game. ○ Apply speed and decision making to run safely between scoring markers e.g. stumps, posts. ○ Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket. ○ Track and intercept the ball along the ground sometimes collecting with 1 hand. ○ Bowling a recognised action with some consistency. ○ In their local community can they identify locations in which they could play striking and fielding games. 	<ul style="list-style-type: none"> ○ Recognise where increased flexibility and power is an advantage in striking and fielding the ball. ○ In a game situation play using a range of simple tactics such as getting players out to restrict the attack. ○ Use and apply the basic rules of the game fairly and consistently. ○ Choose where to hit the ball to maximise likely hood of scoring runs. ○ Use a variety of shots in isolation and in a game situation. ○ Throw with accuracy and consistency over short distances. ○ Tracking flight of the ball to increase catching success. ○ Begin to employ specific bowling techniques such as overarm in cricket. ○ Work collaboratively with others to both score runs and, in the field, to restrict runs. 	<ul style="list-style-type: none"> ○ Apply with consistency standard rules of (modified) games. ○ Use a range of tactics for attacking and defending in the role of bowler, batter and fielder. ○ In rounders use correctly the rules for running around bases. ○ Strike a bowled ball and attempt a small range of shots. ○ Attempt to track and catch high balls in isolation and game play. ○ Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting. ○ Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas. ○ Work collaboratively in teams to compete against themselves and others.

PE Progression KS2 Athletics

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ○ Take part in basic scoring of different events. ○ Compete with others and record points. ○ Link running and jumping activities with some fluency and consistency. ○ Control movements and body actions in response to specific instructions. ○ Jump for height and distance with control and balance. ○ Run at different speeds according to event and instruction. ○ Throw a variety of objects using different recognised throws. ○ Throw more accurately and over greater distances. ○ Run as part of a relay team. ○ Identify how to improve own and others work and be tactful. 	<ul style="list-style-type: none"> ○ Decide on ways to improve, run, jumps and throws and implement changes. ○ Show differences between sprinting and running speeds over a variety of distances. ○ Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone. ○ Perform a range of jumps with consistency, sometimes approaching jump with a run up. ○ Compete in running, jumping and throwing activities and compare their own performance with previous. ○ Work with others to score and record distance and times accurately. ○ Develop control in baton exchange and analyse as a team how to improve handover <p>Events Taught.</p>	<ul style="list-style-type: none"> ○ Identify how they can change an activity by using the STEP principle (space, task, equipment, people). ○ Distinguish between good and poor performances and suggest ways to improve self and others. ○ Distinguish between good and poor performances and suggest ways to improve self and others. ○ Perform a range of jumps in different activities. ○ Demonstrate a range of throwing actions using different equipment with some consistency and control. ○ Able to run as part of a team in relay style events and demonstrate max effort pace. ○ Able to run as part of a team in relay style events and demonstrate max effort pace. ○ Compare own performance with previous ones and demonstrate improvement to achieve personal best. 	<ul style="list-style-type: none"> ○ Accurately and confidently judge across a range of athletics activities. ○ Record accurately scores given in variety events. ○ Demonstrate accuracy and good technique when throwing for distance. ○ Show good technique and control for jumping activities. ○ Choose appropriate run up distance as an individual for athletic jumps. ○ Use appropriate pace for different running distances. ○ Demonstrate improvement when working with self and others. ○ Use appropriate language to deliver a taught activity to their peers.

Swimming

- ▶ Swimming is taught in years 3 and 4, where children are expected to achieve their 25m badge. If children do not reach this by the end of year 4 they are then given additional swimming lessons before the end of key stage 2.

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Equality of Provision and Inclusion

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources. Providing differentiated tasks where appropriate. Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring. Using pupil's records and day to day achievements in music to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.