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| A picture containing icon  Description automatically generated  **Hennock Community Primary School**  **P.E Curriculum**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| We believe that Physical Education is an important subject for developing life-long skills which can lead to a healthy active lifestyle within education and beyond. Developing an understanding of physical activity, healthy diet and health and wellbeing is imperative for students of all ages, therefore our PE curriculum has been designed to give students regular Physical Education to ensure all students are physically active. We continually reinforce the importance of health and wellbeing. The PE curriculum has also been designed to give students access to a wide range of activities over a two-year period, developing the physical skills which are required to play a variety of sports and to maximum opportunity to learn something new. We believe that a positive PE experience at school will allow students to find an activity that they love and subsequently continue to be active beyond education.    Teachers will use their excellent subject knowledge to deliver high quality Physical Education lessons that allow students to develop and implement physical skills, problem solve, analyse performance of themselves and of others, work in teams, compete and strive for personal and team development.    While PE has its own set of skills applicable to different sports and activities, it also contributes to students’ learning by promoting Fundamental British Values, supporting their personal development, and improving their physical and mental wellbeing. The learning which takes place within a PE lesson also supports other curriculum subjects such as science (the human body), geography (sporting countries/Olympics), history (history of sport/ Ancient Greece), ICT (video analysis), English (key vocabulary), maths (scoring and officiating/ handling data) and Natural Learning (orienteering and compass direction)    Our PE curriculum also allows for holistic development, providing students with the opportunity to develop and demonstrate attributes like resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.  In addition to high quality PE lessons, every student will have the opportunity to represent their schools as part of an inter-school festival programme and gain experience of different activities through trips and visits. We also aim to increase participation in sports and physical activity through regular opportunities to attend extracurricular clubs. For example; Netball games against Chudleigh Knighton and The Teign Valley Football Cup. There are multiple opportunities each week for students to participate to further develop their skills and understanding and to increase their amount of physical activity. We have a team of Sports leaders to lead on a range of activities during lunch times, they also present a playground hero award during our Friday praise assembly. |
| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject.  Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **Rolling Programme** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 1** |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | **EYFS** | Fundamental Movements | Gymnastics/ Fundamentals | Dance | Throw. catch, pass & receive | Team Building/problem solving | Athletics | | **Year 1 & 2** | Invasion Games | Gymnastics | Dance | Ball skills | Striking & fielding games | Athletics | |  | *Attacking and defending principles - dribbling focused sports (handball, basketball, hockey)* | *Jump, roll, balance, support* | *Basic travels, sequence, spacing* | *dribbling, throwing accuracy, bouncing, passing, receiving* | *Fielding, backing up, striking with direction* | *Run, jump, throw* | | **Year 3 & 4** | Invasion games - Tag Rugby focus | Gymnastics | Dance | Handball | Tennis | Striking and Fielding games | |  | *Attack v defence invasion hames Evading defenders and passing skills. Rugby/end zone games* | *Sequence, group work, transition* | *Group choreography* | *Skills: Throwing, catching, movement, evasion.* | *Striking with accuracy. Forehand and backhand.* | *Cricket, kickbal and rounders skills* | | **Year 5 & 6** | Tag Rugby | Gymnastics | Dance | Handball | Tennis | Striking and Fielding games | |  | Attacking and defensive shape. 2 v 1, 3 v 2 building to competition. | *Perform, refine, advanced movements* | *Advaned choreography, student design. Partner work, lifts* | *Dribbling, passing, shooting, rules, attack v defence* | *Forehand, backhand, serve, basic rules.* | *Competitive tactics and techniques: cricket, rounders, kickball* | |  |  |  |  |  |  |  | | **Year 2** |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | | **EYFS** | Fundamental Movements | Gymnastics/  Fundamental movements | Throwing & Catching | Dance | Team Building/problem solving | Athletics | | **Year 1 & 2** | Introduction to invasion games | Health and fitness | Multi-skills - hand-eye coordination | Object control and striking | Throwing, catching & fielding games | Athletics | |  | *Attacking and defending principles* | *Circuit training: health and skill related fitness* | *Throwing, catching, rolling, bouncing, trapping.* | *Hockey, floor tennis, balancing objects, batting* | *How to field. Throwing accuracy and running games* | *Run, jump, throw* | | **Year 3 & 4** | Basketball/Netball | Health and Fitness | Volleyball | Hockey | Invasion games | Athletics | |  | *Invasion skills + dribbling, different passes & scoring* | *Effects of exercise on the body. Different types of training* | *Basics of dig, set. Throw volleyball. Basic rules* | *Invasion game theme with hockey focus* | *Frisbee, handball, end ball type games* | *Greater level of technique* | | **Year 5 & 6** | Basketball/Netball | Health and Fitness | Volleyball | Hockey | Ultimate frisbee | Athletics | |  | *Technical detail & tactics* | *Muscle groups, diet & nutrition* | *Dig, set, serve, passing, rallying, rules* | *Dribbling, passing, shooting, rules, attack v defence* | *End zone invasion games. Throwing accuracy* | *Advanced techniques. Video analysis and recording results.* | |
| **The National Curriculum** |
| **Key Stage One:**  Pupils are taught to develop fundamental movement skills, becoming increasingly competent and confident through accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.    Pupils are taught to:   * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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 Stage 1 Units:**  Basketball, multi-skills, health & fitness, gymnastics, dance, handball, throwing & catching, athletics, rounders, tennis, striking and fielding.  **Key Stage 2:**  Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.    Pupils are taught to:   * Use running, jumping, throwing and catching in isolation and in combination. * Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * 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.     **Key Stage 2 Units:**  Basketball, invasion games, health & fitness, gymnastics, multi-skills, dance, handball, throwing & catching, rounders, ultimate frisbee, athletics, tennis, striking and fielding.    **Swimming and water safety**    We provide swimming instruction in key stage 2 to ensure that pupils can:   * 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] * Perform safe self-rescue in different water-based situations. |
| **Progression of Key Skills** |
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Can I understand the need for warm up & cool down and also what is happening to my body during exercise? | By the end of Year 4  Can I copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination?  Can I apply compositional ideas to sequences alone & with others?  Can I describe my own & others work noting similarities & differences? Can I make suggestions for improvements?  I understand working safely, I recognise changes in my body and can give reasons why PE is good for health. | | By the end of year 6  Can I link ideas, skills & techniques with control, precision & fluency when performing basic skills?  I understands composition by performing more complex sequences  Can I describe how to refine, improve & modify performances.  Can I demonstrate specific aspects of warm-up & describe effects of exercise on the body?  **(Exceeding- Gifted and talented)**  Can I perform & create movement sequences with some complex skills & displaying accuracy & consistency?  Can I select & use a wide range of compositional skills in complex sequences alone & in groups? Can I show an ability to innovate?  Can I analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding?  Can I lead own warm up & demonstrates all round safe practice? | | | **Dance** | Pupils should be taught to perform dances using simple movement patterns? | | Pupils should be taught to perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best? | | | | | Can I copy & explore basic body patterns & movements?  Can I remember simple dance steps & performs in a controlled manner?  Can I choose actions & link them with sounds & music?  Can I safely perform teacher led warm-ups & can describe & discuss others work? | Can I perform with control & co-ordination?  Can I respond imaginatively to a variety of stimuli?  Can I vary dynamics, levels, speed & direction?  Can I discuss my own & others performance with simple vocabulary?  Can I understand the need for warm up & cool down? | By the end of Year 4  Can I improvise freely on my own & with a partner  Can I translate ideas from a variety of stimuli into movement?  Can I compare, develop & adapt movement & motifs to create longer dances? Can I use dance vocabulary to compare & improve my work?  I understand working safely, I recognise changes in my body and Can I give reasons why PE is good for my health. | | By the end of year 6  Can I demonstrate precision, control & fluency in response to stimuli?  Can I vary dynamics & develop actions with a partner or as part of a group?  Can I continually demonstrate rhythm & spatial awareness?  Can I modify my performance & that of others as a result of observation & basic understanding of the structure of the body?  (Exceeding- Gifted and talented)  Can I perform & create motifs in a variety of dance styles with accuracy & consistency?  Can I select & use a wide range of compositional skills to demonstrate ideas?  Can I suggest ways to improve quality of performance showing sound knowledge & understanding?  Can I lead my own warm up & demonstrate all round safe practice? | | | **Games** | Pupils should be taught to participate in team games, developing simple tactics for attacking and defending? | | Pupils should e taught to use running, jumping, throwing and catching in isolation and in combination?  Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending? | | | | | Can I stop a ball with basic control?  Can I send a ball in the direction of another person?  Can I take part in sending and receiving?  Can I talk about exercising, safety & short term effects of exercise? | Can I stop / catch a ball with control?  Can I pass a ball to someone else?  Can I take part in opposed conditioned games?  I understand about exercising, safety & short term effects of exercise. | By the end of Year 4  Can I begin to influence opposed conditioned game Can I control and catch a ball with movement?  Can I accurately pass to someone else?  Can I move with a ball (unihoc / football)?  Can I talk about reasons for warming up / why exercise is good for health? | | By the end of year 6  Can I control and catch a ball & accurately pass whilst moving?  Can I take part in conditioned game with understanding of tactics & rules?  Can I move with a ball in opposed situations (unihoc / football)  I understand / use principles of warm up & why exercise is good for health.  **(Exceeding- Gifted and talented)**  Can I control movement with a ball in opposed situation whilst moving?  Can I advise and help others in their techniques in a game?  Can I understand & explain short term effects of exercise, warming, cooling.  Can I understand & can explain long term effects of exercise. | | | **Athletics** | Pupils should be taught to master basic movements including running, jumping, throwing and catching? | | Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]  Compare their performances with previous ones and demonstrate improvement to achieve their personal best? | | | | | Can I run at different speeds?  Can I jump from a standing position?  Can I throw an object with one hand?  Can I recognise changes in the body during exercise? | Can I change speed & direction whilst running?  Can I jump accurately from a standing position?  Can I throw a variety of objects with one hand?  Can I recognise a change in temperature & heart rate during exercise? | By the end of Year 4  Can I run at a speed appropriate to the distance I am running?  Can I take a running jump?  Can I demonstrate a range of throwing actions using a variety of objects?  Can I recognise a change in heart rate, temperature and breathing rate? | | By the end of year 6  Can I improve and sustain running technique at different speeds?  Can I demonstrate accuracy & technique in a range of throwing & jumping actions?  Can I identify & explain good athletic performance?  Can I describe the changes in my body when running, jumping & throwing?  (Exceeding- Gifted and talented)  Can I demonstrate good control, strength, speed & stamina in a variety of athletic events?  I understand how to apply athletic skills & tactics to the competitive situation.  Can I explain how to improve technique in a variety of events?  I understand & can explain the short & long term effects of exercise, and I understand the need for specific warm up& cool down. | | |
| **In order to assess impact - a guide** |
| Termly assessment is carried out of fundamental movement and skills, which inform staff of student progress, which subsequently informs future teaching of the subject. The assessment areas have been selected to represent key physical skills that are applicable to a variety of physical activities and each topic taught has the opportunity for students to demonstrate their development of the fundamental skills. The assessment areas are as follows:    Object control   * Throwing * Catching * Striking     Body control/movement   * Balance * Flight * Travel   **Assessment sheet below:** |