



Bearn's Voluntary Primary PE Curriculum Plan



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 split 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 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 which they love and subsequently continue to be active beyond education.

Teachers will use their excellent subject knowledge to deliver high quality Physical Education lessons which 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), ICT (video analysis), English (key vocabulary) and maths (scoring and officiating).

Our PE curriculum also allows for holistic development, providing students 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 sport and physical activity through regular opportunity to attend extracurricular clubs. 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.

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.

KS1 Physical Education Vocabulary List

| <u>Movement</u> | <u>Fundamental skills</u> | <u>Athletics</u> | <u>Invasion Games</u> | <u>Sport Specific</u> | <u>Net/Wall Games</u> | <u>Striking & Fielding</u> | <u>Other</u> |
|-----------------|---------------------------|------------------|-----------------------|-----------------------|-----------------------|--------------------------------|---------------|
| Run | Underarm | Sprint | Dodge | Jump | Racket | Swing | Win |
| Skip | Overarm | Long jump | Space | Teamwork | Net | Strike | Draw |
| Hop | Roll | Javelin | Attacking | | Swing | Fielding | Loss |
| Jump | Bounce | Relay | Defending | Sportsmanship | Follow through | Bowling | Heart |
| Side-step | Score | Hurdles | | Communication | | | Lungs |
| Crawl | Catch | | | | | | Blood |
| Climb | | | | | | | Muscles |
| | | | | | | | Sportsmanship |
| | | | | | | | Teamwork |

Lower KS2 Physical Education Vocabulary List

All of the above vocabulary, plus words below.

| <u>Movement</u> | <u>Fundamental skills</u> | <u>Athletics</u> | <u>Invasion Games</u> | <u>Sport Specific</u> | <u>Net/Wall Games</u> | <u>Striking & Fielding</u> | <u>Other</u> |
|-----------------|---------------------------|------------------|-----------------------|-----------------------|-----------------------|--------------------------------|--------------|
| Side-step | Dribble | Shotput | Chest pass | Jump shot | Forehand | Wicket | Deltoids |
| Accelerate | Trap | Middle-distance | Bounce pass | Push pass | Backhand | Fielder | Biceps |
| Decelerate | Scan | Pacing | Shoulder pass | Try | Serve | Stumps | Triceps |
| | | | Overhead pass | Sandwich catch | Dig | Wicket keeper | Abdominals |
| | | | Intercept | Tactics | Set | | Quadriceps |
| | | | Marking | pivot | | | Hamstrings |
| | | | End zone | | | | Fitness |

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|--|--|--|--|--|--|--|--------|
| | | | | | | | Health |
|--|--|--|--|--|--|--|--------|

Upper KS2 Physical Education Vocabulary List

All of the above vocabulary, plus the words below

| <u>Movement</u> | <u>Fundamental Skills</u> | <u>Athletics</u> | <u>Invasion Games</u> | <u>Sport Specific</u> | <u>Net/Wall Games</u> | <u>Striking & Fielding</u> | <u>Other</u> |
|-----------------|---------------------------|------------------|-----------------------|-----------------------|-----------------------|--------------------------------|------------------|
| Double-movement | Evade | Personal best | Evasion | Lay up | Topspin | Front-foot drive | Flexion |
| Accelerate | Defensive shape | Discus | Full court press | Push pass | Slice | Wicket Keeper | Extension |
| Decelerate | | Down-sweep | Half court press | Flick | Volley | Backstop | Trapezius |
| | | Changeover | Zone defending | Spin pass | Spike | Backing up | Gastrocnemius |
| | | | | Arrowhead attack | Trajectory | | Latissimus Dorsi |
| | | | | Jump stop | | | Gluteals |
| | | | | Pivot | | | Protein |
| | | | | | | | Carbohydrate |
| | | | | | | | Fats |
| | | | | | | | Vitamins |
| | | | | | | | |

Each student will receive 2 hours of high-quality PE each week which follow specific learning topics each half term as part of a 2-year rolling programme. Arranging curriculum PE in this way allows students to achieve a depth of understanding of each topic, whilst giving them access to a broad range of different activities within a PE curriculum cycle. As students' progress through the school, they will re-visit activities and access a higher level of learning when re-visiting to ensure there are continually acquiring new knowledge and skills about sport and physical activity.

Our PE lessons also have a focus on life-skills, providing the opportunity for students to develop and demonstrate attributes such as resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.

Teachers identify key knowledge and skill for each topic being delivered, with clear progression apparent through each half term, linked to expected progress for each key stage. This ensures that lessons are relevant and allow for students' different starting points for a new topic. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Students with coordination difficulties are identified early and receive additional support in the form of a physical movement intervention on a regular basis.

PE 2-year Rolling Programme

Year 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|---|---|--|---|---|--|
| EYFS | Fundamental Movements | Gymnastics/ Fundamental movements | Throwing & Catching | Passing & Receiving in Teams | Team Building/problem solving | Athletics |
| Year 1 & 2 | PE Teacher: Basketball Class Teacher: Invasion Games | PE Teacher: Health & Fitness Class Teacher: Gymnastics | PE Teacher: Multi-skills Class Teacher: Dance | PE Teacher: Hockey Class Teacher: Handball | PE Teacher: Ultimate Frisbee Class Teacher: Rounders | PE Teacher: Athletics Class Teacher: Tennis |
| Year 3 & 4 | PE Teacher: Basketball Class Teacher: Invasion Games | PE Teacher: Health & Fitness Class Teacher: Gymnastics | PE Teacher: Volleyball Class Teacher: Dance | PE Teacher: Hockey Class Teacher: Handball | PE Teacher: Ultimate Frisbee Class Teacher: Rounders | PE Teacher: Athletics Class Teacher: Tennis |
| Year 5 & 6 | PE Teacher: Basketball Class Teacher: Invasion Games | PE Teacher: Health & Fitness Class Teacher: Gymnastics | PE Teacher: Volleyball Class Teacher: Dance | PE Teacher: Hockey Class Teacher: Handball | PE Teacher: Ultimate Frisbee Class Teacher: Rounders | PE Teacher: Athletics Class Teacher: Tennis |

Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|--|--|---|--|---|
| EYFS | Fundamental Movements | Gymnastics/ Fundamentals | Throwing & Catching | Passing & Receiving in Teams | Team Building/problem solving | Athletics |
| Year 1 & 2 | PE Teacher: Tag Rugby Class Teacher: Tri Golf | PE Teacher: Gymnastics Class Teacher: Dance | PE Teacher: Handball Class Teacher: Netball | PE Teacher: Tennis Class Teacher: Multi-Skills | PE Teacher: Cricket Class Teacher: Outdoor Ed | PE Teacher: Athletics Class Teacher: Dartmoor 3 ball |
| Year 3 & 4 | PE Teacher: Tag Rugby Class Teacher: Tri Golf | PE Teacher: Gymnastics Class Teacher: Dance | PE Teacher: Handball Class Teacher: Netball | PE Teacher: Tennis Class Teacher: Multi-skills/Invasion games | PE Teacher: Cricket Class Teacher: Outdoor Ed | PE Teacher: Athletics Class Teacher: Dartmoor 3 ball |
| Year 5 & 6 | PE Teacher: Tag Rugby Class Teacher: Tri Golf | PE Teacher: Gymnastics Class Teacher: Dance | PE Teacher: Handball Class Teacher: Netball | PE Teacher: Tennis Class Teacher: Invasion-Games | PE Teacher: Cricket Class Teacher: Outdoor Ed | PE Teacher: Athletics Class Teacher: Dartmoor 3 ball |

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.

Key skills

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--|--|---|---|--|---|
| Gymnastics | Pupils should be developing balance, agility and co-ordination, and begin to apply these in a range of activities | | Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | |
| | By the end of year 1: Can I copy & explore basic actions with some control & co-ordination? Can I begin to choose & link basic actions, and Can I recognise & use space appropriately? Can I watch & discuss my own work & that of my peers? Can I safely perform teacher led warm-up & I am aware of others | By the end of year 2: Can I copy, remember, explore & repeat simple actions varying speed & levels? Can I begin to select simple actions to construct basic sequences? Can I begin to identify the difference between my performance & that of others? Can I understand the need for warm up & cool down and what is happening to my body during exercise? | By the end of Year 3: Can I copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination? Can I apply compositional ideas to sequences? 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 4: Can I describe my own & others work noting similarities & differences? Can I apply compositional ideas to sequences with others in a group? | By the end of Year 5: Can I link ideas, skills & techniques with control, precision & fluency when performing basic skills? Can I describe how to refine, improve & modify performances? Can I lead own warm up & demonstrates all round safe practice? Can I understand composition by performing more complex sequences? | By the end of year 6 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 use video analysis to improve my performance and the performance of others? |
| 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? | | | |
| | By the end of year 1: 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? | By the end of year 2: 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 3: 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? | By the end of Year 4: Can I use dance vocabulary to compare & improve my work? Can I use unison and canon in a partner/group performance? Can I identify ways to improve my performance? Can I recognise changes in my body, and Can I give reasons why PE is good for my health? | By the end Year 5: Can I continually demonstrate rhythm & spatial awareness? Can I vary dynamics & develop actions with a partner or as part of a group? Can I select & use a wide range of compositional skills to demonstrate ideas? Can I lead my own warm up? | By the end of year 6 Can I demonstrate precision, control & fluency in response to stimuli? Can I modify my performance & that of others as a result of observation & basic understanding of the structure of the body? Can I perform & create motifs in a variety of dance styles with accuracy & consistency? 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? Can I use video analysis to improve my performance and the performance of others? |

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| Games | Pupils should be taught to participate in team games, developing simple tactics for attacking and defending? | | | | | |
| | Pupils should be 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? | | | | | |
| | By the end of year 1: 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? | By the end of year 2: Can I stop / catch a ball with control? Can I dribble/run with the ball? 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 3: 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 (hockey / football)? Can I talk about reasons for warming up / why exercise is good for health? | By the end of Year 4: Can I evade an opponent using dribbling? Can I create/manipulate space to receive a pass? Can I use a range of different passes? Can I apply defensive principles of pressure and patience? Can I apply attacking principles of creativity and support in team situations? Can I use marking to improve my defending? Can I strike an object with accuracy? | By the end of Year 5: Can I take part in conditioned game with understanding of tactics & rules? Can I apply dispersion and creative movement to receive the ball? Can I explain when specific passes would be used in a game situation? Can I apply support to team mates to create attacking opportunities? Can I successfully mark an opponent to stop them receiving the ball? Can I explain the rules of the sport I am playing? Can I explain striking strategy in a striking and fielding game? I understand / use principles of warm 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 apply attacking principles into a competitive situation? Can I successfully defend using pressing? Can I successfully attack using movement and dribbling in combination to evade defenders? Can I apply the correct rules to a competitive game (e.g. handball, hockey) 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? Can I use video analysis to improve my performance and the performance of others? |
| 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? | | | | | |
| | By the end of year 1: 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? | By the end of year 2: 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 3: 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 4: Can I throw with control and fluency? Can I identify ways to improve my running technique? Can I run and throw in combination? Can I explain the correct technique for sprinting? | By the end of year 5: Can I describe the changes in my body when running, jumping & throwing? Can I perform relay changeovers in team events? Can I use pacing to allow me to perform to my best? Can I measure out and perform a sprint start? I understand how to apply athletic skills & tactics to the competitive situation. | 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? (Exceeding- Gifted and talented) Can I demonstrate good control, strength, speed & stamina in a variety of athletic events? 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. Can I use video analysis to improve my performance and the performance of others? |

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 which 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 shown below:

[illegible]