

PE Curriculum Overview



The Curriculum – our approach

Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



Subject Specific Sequencing:

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

Key Concepts:

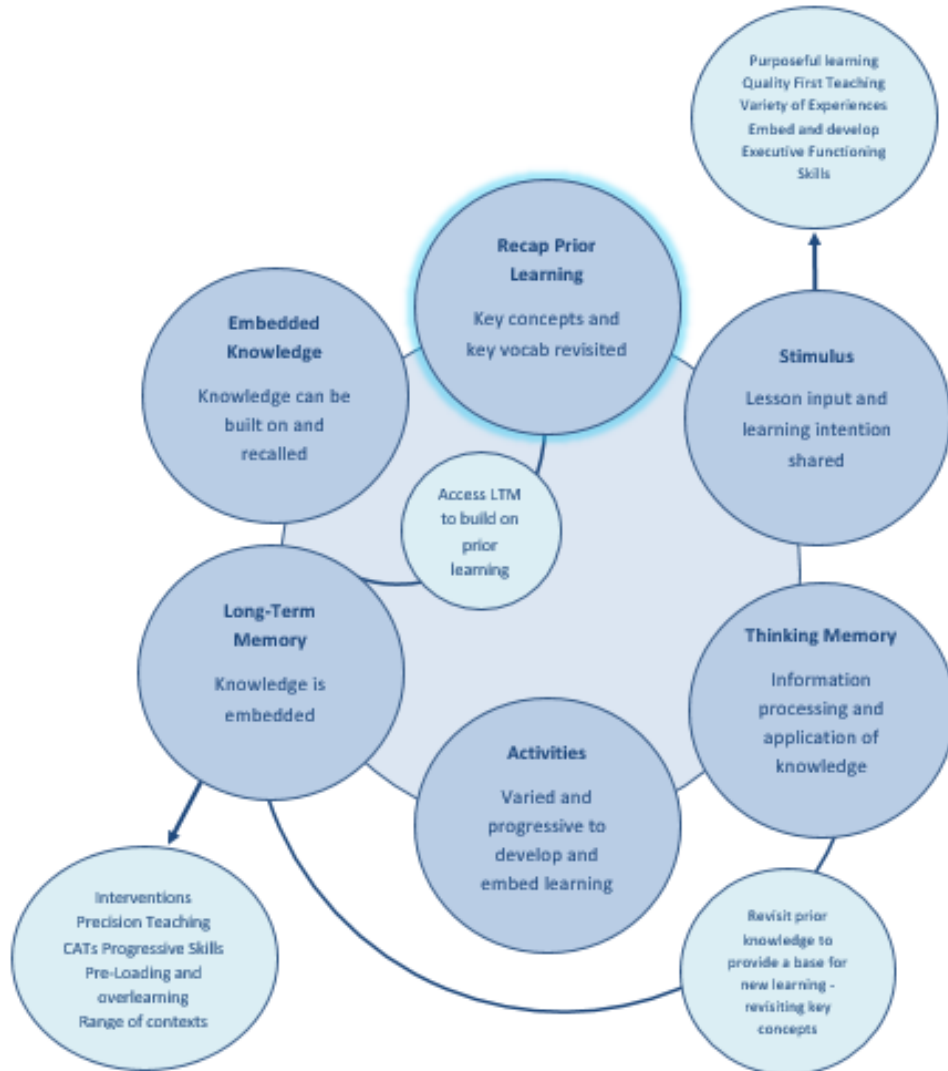
For each subject, a set of key concepts have been identified. These are the subject specific 'big ideas' that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

Second Order Concepts:

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of 'significance'; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Taught by Class Teacher

Taught by First Steps

Structure of Units of Work for Physical Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Ball Skills	Ball Skills	Net Wall Games	Net Wall Games	Riding a Bike	Riding a Bike
Year 1	<u>Games</u> Invasion: Sending and Receiving	<u>Games</u> Ball Skills	<u>Games</u> Invasion/Target Games	<u>Gymnastics</u>	<u>Athletics</u>	<u>Dance</u>
Year 2	<u>Games</u> Invasion	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u> Net and Wall Tennis	<u>Games</u> Striking and Fielding	<u>Athletics</u>
Year 3	<u>Games</u> Invasion - Netball	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u> Net Wall Games Tennis	<u>Games</u> Striking and Fielding - Rounders	<u>Athletics</u> <u>Outdoor Adventurous</u>
Year 4	<u>Games</u> Invasion – Netball	<u>Dance</u> Street Dance	<u>Gymnastics</u> <u>Swimming</u>	<u>Games</u> Net Wall Games Tennis	<u>Games</u> Striking and Fielding - Rounders	<u>Athletics</u> <u>Outdoor Adventurous</u>
Year 5	<u>Games</u> Invasion – Football	<u>Dance</u> Street Dance	<u>Gymnastics</u>	<u>Games</u> Net Wall Games Badminton	<u>Games</u> Striking and Fielding - Cricket	<u>Athletics</u> <u>Outdoor Adventurous</u>
Year 6	<u>Games</u> Invasion - Football	<u>Dance</u> Street Dance	<u>Gymnastics</u>	<u>Games</u> Net Wall Games Badminton	<u>Games</u> Striking and Fielding Cricket	<u>Athletics</u> <u>Outdoor Adventurous</u>







Key Concepts (The big ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for each subject area.

Physical Education

PE is taught progressively through the 3 strands of 'motor competence', 'rules, strategies and tactics' and 'healthy participation'.
Each of these strands is developed through the following key areas of learning:

					
Athletics	Dance and movement	Gymnastics	Team games	Outdoor adventurous activities	Swimming

Key concepts (Big Ideas) in Physical Education

Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.

Through different units of work we develop:

- **Motor competence:** developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities
- **Rules, strategies and tactics:** these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy
- **Healthy participation:** the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups

They will develop their abilities in **performance** by using their knowledge of motor competence. They will develop their **creativity** by exploring and experimenting with techniques and tactics and learn how to **evaluate** and analyse games and performances.

In all units of work, pupils will be taught

- **Declarative knowledge** eg: knowing how to perform movements or actions, knowing rules, strategies and tactics for the activity
- **Procedural knowledge** eg: knowing how to apply their knowledge to sequences, routines or games

Athletics



Pupils will develop increasing competence in the techniques of running, jumping, throwing and catching.

Dance and movement



Pupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.

Gymnastics



Pupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.

Team games



Pupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attacking and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football, netball and hockey, and **net & wall games** such as tennis, badminton and table tennis).

Outdoor adventurous activities





Pupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.

Swimming





Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.

Knowledge and skills sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Athletics</p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>	<p>To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>To be able to move by running and jumping with control and care</p> <p>To be able to explore throwing and catching using a range of techniques</p>	<p>To master basic throwing and catching.</p> <p>To master basic running and jumping</p>	<p>To show control, accuracy and coordination within running and jumping movements at different speeds</p> <p>To be able to take part in a relay, remembering when to run and how to work within a team</p>	<p>To be able to run over a long distance and sprint a short distance and understand the different techniques needed</p> <p>To be able to throw in different ways and hit a target</p> <p>To be able to jump in different ways</p> <p>To know the rules and tactics needed for different athletic activities</p>	<p>To be able to control my body when taking off and landing</p> <p>To be able to throw with accuracy</p> <p>To know the rules and tactics needed for a wider range of athletic activities</p>	<p>To be able to combine a range of running, jumping, throwing and catching techniques with control.</p> <p>To know the rules and tactics needed for a wider range of athletic activities</p>
<p>Dance and movement</p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>	<p>To progress towards a more fluent style of moving, with developing control and grace</p>	<p>To be able to copy, learn and perform some dance moves</p>	<p>To be able to change rhythm, speed, level and direction in my dance</p> <p>To be able dance with some control and coordination</p> <p>To be able to perform dances using simple movement patterns</p>	<p>To be able to improvise freely and translate ideas from a stimulus into movement</p> <p>To be able to share and create phrases with a partner and small group</p> <p>To be able to repeat, remember and perform phrases</p>	<p>To be able to use dance to communicate an idea through a range of movements and patterns</p>	<p>To be able to perform a dance which shows clarity, fluency, accuracy and consistency</p> <p>To be able to perform to an accompaniment</p> <p>To be able to compose my own dances in a creative ways</p>	<p>To be able to develop sequences in a specific style</p> <p>To be able to perform dances using simple movement patterns</p> <p>To be able to choose my own music and style</p>

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Team Games 	(Striking and fielding) Motor competence Rules, strategies and tactics	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	To be able to move and stop safely To be able to throw underarm To begin to catch more consistently To be able to strike with a racket or bat	To be able to send and receive To be able to decide the best space to be in during a game To be able to follow rules To use hand-eye coordination to control a ball To be able to catch a variety of objects	To be able to throw and catch with control To be aware of space and use it to support team-mates and to cause problems for the opposition To know and use rules fairly	To be able to catch with one hand To be able to hit, bowl, throw and catch with increasing accuracy To be able to vary my tactics and adapt my skills depending on what is happening in a game	To be able to hit, throw, bowl and catch accurately and with control To be able to use a range of techniques when fielding	To be able to use a range of techniques with confidence and skill in a game situation To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team
	(Invasion) Motor competence Rules, strategies and tactics	To be able to combine different movements with ease and fluency	To be able to move and stop safely To be able to throw and kick in different ways To be able to stop a ball	To be able to throw, hit or kick a ball with increasing accuracy To be able to decide the best space to be in during a game To be able to use tactics in a game when attacking and defending To be able to follow rules	To be able to throw, hit or kick a ball with accuracy To be aware of space and use it to support team-mates and to cause problems for the opposition To know and use rules fairly	To be able to pass, throw and catch accurately with control To be able to keep possession of the ball To be able to vary my tactics and adapt my skills depending on what is happening in a game	To be able to pass in different ways To be able to choose a tactic for defending and attacking To be able to use a number of techniques to pass, dribble and shoot To be able to gain possession by working as part of a team	To be able to use a number of techniques to pass, dribble and shoot with control and accuracy To be able to apply basic principles suitable for attacking and defending To be able to play competitive games to agreed rules To be able to explain rules to others To be able to communicate a plan to my team

<p>Team Games (Cont..)</p> 	<p>(Net / Wall)</p> <p>Motor competence</p> <p>Rules, strategies and tactics</p>				<p>To be able to throw and catch with control</p> <p>To be able to serve underarm</p> <p>To be able to build up a rally</p>	<p>To be able to play a variety of shots</p> <p>To demonstrate and use the correct grip on a racket</p> <p>To develop greater accuracy of strokes</p> <p>To know the rules for a net game</p>	<p>To develop techniques for ground strokes and volleys</p> <p>To develop a backhand technique and use it in a game</p> <p>To be able to serve overarm</p> <p>To know when to use different shots</p>	<p>To use good hand/eye co-ordination when playing and serving</p> <p>To know where a shot should be aimed and show increasing accuracy</p> <p>To use different shots in a game situation to outwit an opponent</p>
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Gymnastics</p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>	<p>To develop overall body-strength, balance, co-ordination and agility</p>	<p>To be able to make my body curled, tense, stretched and relaxed</p> <p>To be able to control my body when travelling and balancing in different ways</p>	<p>To be able to use balance, agility and coordination in a range of activities</p> <p>To be able to plan and perform a sequence of coordinated movements including a balance</p>	<p>To be able to explain how strength and suppleness affect performance</p> <p>To be able to compare and contrast gymnastic sequences</p> <p>To adapt sequences to suit different types of apparatus and criteria</p>	<p>To include change of speed and direction with control</p> <p>To include a range of shapes in a sequence</p> <p>To be able to work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>To combine action, balance and shape</p> <p>To perform consistently to different audiences</p> <p>To be able to make complex extended sequences</p>	<p>To be able to demonstrate flexibility, strength, control and balance in a sequence of movements</p> <p>To develop technical sequences in a specific style</p>	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Outdoor adventurous activities</p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>				<p>To be able to follow a map in a familiar context</p> <p>To be able to use clues to follow a route safely</p>	<p>To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others</p> <p>To be able to follow a route within a time limit</p>	<p>To confidently orientate myself and others to solve problems in unfamiliar environments</p> <p>Follow a map into an unknown location</p> <p>Use clues and a compass to navigate a route</p>	<p>To be able to plan route and a series of clues for someone else</p> <p>To be able to take part in outdoor and adventurous activity challenges both individually and in a team</p>
<p>Swimming</p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>				<p>To be able to use a range of strokes effectively</p> <p>To perform safe self-rescue in different water based situations</p> <p>To swim competently, confidently and proficiently over a distance of at least 25m</p>			