

Shipbourne School Physical Education Curriculum

Purpose of Study

A high-quality physical education curriculum should inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed our core values of ambition, unity and equality.

Aims and Intent

We want all pupils to leave our school with a good understanding of how to keep healthy and with the confidence, motivation and skill to take part in a broad range of physical activity and sport, ensuring life-long health and wellbeing. It is vital that children learn to keep both body and mind healthy, and so we are careful to make links between physical health and mental wellbeing. Our curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- make positive choices

Programmes of Study and Implementation

All pupils access the PE curriculum, starting with children in EYFS who focus on physical development encompassing both gross and fine motor control as well as building physical stamina and agility in activities such as running, climbing, balancing and moving on different levels, both in PE sessions and across continuous provision. Skill levels are increased as children move up through the school with key areas returned to annually so that children progress towards a good standard in all disciplines. Teaching is predominantly delivered by coaches from our local Sports Academy, as we feel this provides our pupils with excellent coaching and passionate and inspirational role models from beyond our small staff team. Lessons occur at least twice a week with all children from Year 2 upwards also completing swimming lessons at our local pool every fortnight. Coaches also provide CPD to our staff so that they are enabled to teach PE both alongside them and independently when required.

Our curriculum begins in the Early Years where children will:

- Learn to negotiate space and obstacles safely
- Show consideration for themselves and others whilst on the move
- Demonstrate strength, stamina, balance and co-ordination when playing
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

This will be achieved through:

- Exploring the learning environment including time outdoors
- Participating in the BEAM and JUMP AHEAD programmes
- Using balance bikes and scooters
- Navigating around obstacle courses and the space available
- Skill-based learning.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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

Key stage 2

Pupils should 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 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
- 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. movement patterns

Swimming and water safety

We provide swimming instruction throughout Year 2 and Key stage 2. In particular, pupils will be taught to:

- 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.

Enrichment, Visits and Visitors

Enrichment opportunities are planned carefully to include a range of physical and skill-based learning, with Sports Premium used carefully to supplement learning and provide unique experiences. Examples of activities include House competitions, lunch time games, use of the Common for Forest School, sponsored running and Sports Day, visits to a local driving range and orienteering centre plus incentive trips to trampolining and soft play centres. Children in Year 3 or 4 have the opportunity to take part in adventurous activities off-site, staying overnight at a residential centre, later returning for a week when they are in Year 5 or 6.

Annual Curriculum Coverage

FS - Fine tune motor skills and introduce to the structure of PE whilst building confidence and enjoyment

KS1 - Technical Focus: skills development

Year 3&4 - Introduction to rules and match play

Year 5&6 - Building on tactical understanding and the principles of attack and defence to build strategies

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/1	Motor Skills Small team games Gymnastics Yoga	Motor Skills Small team games Dance Yoga	Rolling and bouncing Net and wall games Tennis	Throwing and Catching Striking and Fielding Cricket and Rounders	Athletics Sports Day Yoga	
Year 2/3	Invasion Games Tag rugby Swimming Gymnastics	Invasion games Netball Swimming Gymnastics Yoga	Invasion games Hockey Swimming Dance	Net and wall games Tennis Swimming Outdoor Adventurous Activities Yoga	Striking and Fielding Cricket and Rounders Swimming	Athletics Sports Day Swimming Yoga
Year 4/5/6	Invasion Games Tag rugby Swimming Gymnastics	Invasion games Netball Swimming Gymnastics Yoga	Invasion games Hockey Swimming Dance	Net and wall games Tennis Swimming Yoga	Striking and Fielding Cricket and Rounders Swimming	Athletics Sports Day Swimming Outdoor Adventurous Activities Yoga

Progression in Learning

Early Years Foundation Stage

Our curriculum begins in the Early Years where children will:

- Learn to negotiate space and obstacles safely;
- Show consideration for themselves and others whilst on the move;
- Demonstrate strength, stamina, balance and co-ordination when playing;
- Move energetically such as running, jumping, dancing, hopping, skipping and climbing.

This will be achieved through:

- Exploring the learning environment including time outdoors;
- Participating in the BEAM and JUMP AHEAD programmes;
- Using balance bikes and scooters;
- Navigating around obstacle courses and the space available;
- Skill-based learning and PE lessons.

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 performance with previous ones and demonstrate improvement to achieve their personal best 	
Games	<p>Pupils should:</p> <ul style="list-style-type: none"> • Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) • Work co-operatively in teams 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy) Work well as a team in competitive games • Apply basic principles of attacking and defending • Develop an understanding of fair play (respect team-mates and opponents) 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Develop techniques of a variety of skills to maximise team effectiveness • Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) • Use tactics when attacking or defending • Apply rules of fair play to competitive games

ATHLETICS	Year 1/2	Year 3/4	Year 5/6
Running	<p>Pupils should:</p> <ul style="list-style-type: none"> • Run for 1 minute • Show differences in running at speed and jogging • Use different techniques to meet challenges • Describe different ways of running 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Run smoothly at different speeds • Choose different styles of running of different distances • Pace and sustain their effort over longer distances • Watch and describe specific aspects of running (e.g. what arms and legs are doing) • Recognise and record how the body works in different types of challenges over different distances • Carry out stretching and warm-up safely • Set realistic targets of times to achieve over a short and longer distance (with guidance) 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Sustain pace over longer distance – 2 minutes • Perform relay change-overs • Identify the main strengths of a performance of self and others • Identify parts of the performance that need to be improved • Perform a range of warm-up exercises specific to running for short and longer distances • Explain how warming up affects performance • Explain why athletics can help stamina and strength • Set realistic targets for self, of times to achieve over a short and longer distance
Jumping	<p>Pupils should:</p> <ul style="list-style-type: none"> • Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) • Perform combinations of the above • Show control at take-off and landing • Describe different ways of jumping • Explain what is successful or how to improve 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Perform combinations of jumps e.g. hop, step, jump showing control and consistency • Choose different styles of jumping • Watch and describe specific aspects of jumping e.g. what arms and legs are doing • Set realistic targets when jumping for distance for or height (with guidance) 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Set realistic targets for self, when jumping for distance or height
Throwing	<p>Pupils should:</p> <ul style="list-style-type: none"> • Throw into targets • Perform a range of throwing actions e.g. rolling, underarm, overarm • Describe different ways of throwing • Explain what is successful or how to improve 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus) • Throw with greater control • Consistently hit a target with a range of implements • Watch and describe specific aspects of throwing (e.g. what arms and legs are doing) • Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance) 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Organise small groups to SAFELY take turns when throwing and retrieving implements • Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others

DANCE	Year 1/2	Year 3/4	Year 5/6
Compose	<p>Pupils should:</p> <ul style="list-style-type: none"> • Copy some moves • Develop control of movement using: • Actions (WHAT) – travel, stretch, twist, turn, jump • Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others • Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions • Dynamics (HOW) – slowly, quickly, with appropriate expression • Use own ideas to sequence dance • Sequence and remember a short dance 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Create dance phrases/dances to communicate an idea • Develop movement using; • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction and levels • Relationships (WHO); whole group/duo/solo, unison/ canon • Dynamics (HOW); explore speed, energy • Choreographic devices; motif, motif development and repetition • Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end • Link phrases to music 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Develop movement using; • Actions (WHAT); travel, turn, gesture, jump, stillness • Space (WHERE); formation, direction, level, pathways • Relationships (WHO); solo/duo/trio, unison/canon/ contrast • Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) • Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse) • Link phrases to music
Perform	<p>Pupils should:</p> <ul style="list-style-type: none"> • Move spontaneously showing some control and co-ordination • Move with confidence when walking, hopping, jumping, landing • Move with rhythm in the above actions • Demonstrate good balance • Move in time with music • Co-ordinate arm and leg actions (e.g. march and clap) • Interact with a partner (e.g. holding hands, swapping places, meeting and parting) 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Perform dance to an audience showing confidence • Show co-ordination, control and strength (Technical Skills) • Show focus, projection and musicality (Expressive Skills) • Demonstrate different dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy and continuity • Demonstrate use of space – levels, directions, pathways and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Perform dance to an audience showing confidence and clarity of actions • Show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Show focus, projection, sense of style and musicality (Expressive Skills) • Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness • Demonstrate dynamic qualities – speed, energy, continuity, rhythm • Demonstrate use of space – levels, directions, pathways, size and body shape • Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact
Appreciate	<p>Pupils should:</p> <ul style="list-style-type: none"> • Respond to own work and that of others when exploring ideas, feelings and preferences • Recognise the changes in the body when dancing and how this can contribute to keeping healthy 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Show an awareness of different dance styles and traditions • Understand and use simple dance vocabulary • Understand why safety is important in the studio • Compare and comment on their own and other's work -strengths and areas for improvement 	<p>Pupils should:</p> <ul style="list-style-type: none"> • Show an awareness of different dance styles, traditions and aspects of their historical/social context • Understand and use dance vocabulary • Understand why safety is important in the studio • Compare and evaluate their own and others' work

GYMNASTICS	Year 1/2	Year 3/4	Year 5/6
Sequencing	<p>Pupils should:</p> <ul style="list-style-type: none"> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll Teach sequence to a partner and perform together 	<p>Pupils should:</p> <ul style="list-style-type: none"> Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish 	<p>Pupils should:</p> <ul style="list-style-type: none"> Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances) Create a longer more complex sequence of up to 10 elements e.g. a combination of counterbalance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
Balance	<p>Pupils should:</p> <ul style="list-style-type: none"> Stand and sit "like a gymnast" Explore the 5 basic shapes: straight/tucked/star/ straddle/pike Balance in these shapes on large body parts: back, front, side, bottom Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes 	<p>Pupils should:</p> <ul style="list-style-type: none"> Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes Explore balancing on combinations of 1/2/3/4 "points" e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand Balance on floor and apparatus exploring which body parts are the safest to use Explore balancing with a partner: facing, besides, behind and on different levels Move in and out of balance fluently 	<p>Pupils should:</p> <ul style="list-style-type: none"> Perform balances with control, showing good body tension Mirror and match partner's balance i.e. making same shape on a different level or in a different place Explore symmetrical and asymmetrical balances on own and with a partner Explore and develop control in taking some/all of a partner's weight using counterbalance (pushing against) and counter tension (pulling away from) Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control Begin to take more weight on hands when progressing bunny hop into handstand
Travel	<p>Pupils should:</p> <ul style="list-style-type: none"> Begin to travel on hands and feet (hands flat on floor and fully extend arms) Monkey walk (bent legs and extended arms) Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position) Bunny hop (transfer weight to hands) 	<p>Pupils should:</p> <ul style="list-style-type: none"> Use a variety of rolling actions to travel on the floor and along apparatus Travel with a partner; move away from and together on the floor and on apparatus Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus 	<p>Pupils should:</p> <ul style="list-style-type: none"> Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor Increase the variety of pathways, levels and speeds at which you travel Travel in time with a partner, move away from and back to a partner
Jump	<p>Pupils should:</p> <ul style="list-style-type: none"> Explore shape in the air when jumping and landing with control (e.g. star shape) 	<p>Pupils should:</p> <ul style="list-style-type: none"> Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing) Add a quarter or half turn into a jump before landing Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action 	<p>Pupils should:</p> <ul style="list-style-type: none"> Make symmetrical and asymmetrical shapes in the air Jump along, over and off apparatus of varying height with control in the air and on landing

Roll	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop control in different rolls Pencil roll – from back to front keeping body and limbs in straight shape Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position 	<p>Pupils should:</p> <ul style="list-style-type: none"> Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Combine the phases of earlier rolling actions to perform the full forward roll Begin the backward roll 	<p>Pupils should:</p> <ul style="list-style-type: none"> Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet Explore symmetry and asymmetry throughout the rolling actions
<u>Outdoor and Adventurous Activities</u>	Year 1/2	Year 3/4	Year 5/6
Orientation	<p>Pupils should:</p> <ul style="list-style-type: none"> Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom Use simple maps and diagrams to follow a trail 	<p>Pupils should:</p> <ul style="list-style-type: none"> Orientate simple maps and plans Mark control points in correct position on map or plan Find way back to a base point 	<p>Pupils should:</p> <ul style="list-style-type: none"> Draw maps and plans and set trails for others to follow Use the eight points of the compass to orientate Plan an orienteering challenge
Communication	<p>Pupils should:</p> <ul style="list-style-type: none"> Begin to work co-operatively with others Plan and share ideas 	<p>Pupils should:</p> <ul style="list-style-type: none"> Co-operate and share roles within a group Listen to each other's ideas when planning a task and adapt Take responsibility for a role within the group Recognise that some outdoor adventurous activities can be dangerous Follow rules to keep self and others safe 	<p>Pupils should:</p> <ul style="list-style-type: none"> Plan and share roles within the group based on each other's strengths Understand individuals' roles and responsibilities Adapt roles or ideas if they are not working Recognise and talk about the dangers of tasks Recognise how to keep themselves and others safe
Problem Solving	<p>Pupils should:</p> <ul style="list-style-type: none"> Discuss how to follow trails and solve problems Select appropriate equipment for the task 	<p>Pupils should:</p> <ul style="list-style-type: none"> Select appropriate equipment/route/people to solve a problem successfully Choose effective strategies and change ideas if not working 	<p>Pupils should:</p> <ul style="list-style-type: none"> Plan strategies to solve problems/plan routes/follow trails/build shelters etc. Implement and refine strategies