



## Shaldon Primary School - Our PE Curriculum Vision

Becoming a sports person:

**A high-quality physical education curriculum inspires all pupils to succeed and excel in fun competitive sport and other physically-demanding activities. It should provide exciting 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 values such as fairness and respect.**

# EYFS:

## Developing control and coordination of movement

	Dance and Gymnastics	Competitive Games	Athletics	Swimming	Outdoor Pursuits
Y1	<ul style="list-style-type: none"> <li>• Simple balances</li> <li>• Sequence 3 moves</li> <li>• Move around obstacles</li> <li>• Link balances</li> <li>• Travel between balances</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch on own</li> <li>• Gather a rolling ball</li> <li>• Move carrying a ball</li> <li>• Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Jump 2 foot to 2 foot</li> <li>• Run fast and run slow</li> <li>• Throw different objects (balls, bean bags etc)</li> <li>• Understand faster/slower when running</li> </ul>	X	X
Y2	<ul style="list-style-type: none"> <li>• Balance using 3 points</li> <li>• Travel in different ways</li> <li>• Repeat movements to a rhythm</li> <li>• Holing a position</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch a ball with a partner</li> <li>• Follow the direction of a ball, understanding where it might land</li> <li>• Work with a partner to develop catching skills</li> </ul>	<ul style="list-style-type: none"> <li>• Jump 1 foot to 2 foot</li> <li>• Throw different objects</li> <li>• Move from a jog to a spring</li> <li>• Run at different speeds</li> </ul>	X	X
Y3	<ul style="list-style-type: none"> <li>• Balance &amp; hold with control &amp; effect</li> <li>• Extending position to enhance balance</li> <li>• Move from a balance into travel</li> <li>• Perform contrasting actions</li> </ul>	<ul style="list-style-type: none"> <li>• Throw and catch a variety of balls</li> <li>• Gather and return balls with accuracy</li> <li>• Move into available space</li> <li>• Apply the rules of a game</li> <li>• Compare performances to achieve personal best</li> </ul>	<ul style="list-style-type: none"> <li>• Use different ways of travelling at different speeds and following different pathways, directions or courses.</li> <li>• Change speed and direction whilst running.</li> <li>• Begin to choose and use the best space in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• push and glide on my front and back.</li> <li>• swim 10m or more with a fair stroke action on my front and back.</li> <li>• perform a star float on my front and back.</li> <li>• pick an object off the bottom of the pool.</li> </ul>	<ul style="list-style-type: none"> <li>• follow a map in a familiar context.</li> <li>• move from one location to another following a map.</li> <li>• use clues to follow a route.</li> <li>• follow a route accurately, safely and within a time limit.</li> </ul>

	Dance and Gymnastics	Competitive Games	Athletics	Swimming	Outdoor Pursuits
Y4	<p>Create a sequence to include rolling</p> <p>Changing dynamics and direction</p> <p>Provide feedback to others</p>	<ul style="list-style-type: none"> <li>• Throw and catch a ball over distance</li> <li>• Gathering and returning a ball with accuracy and speed</li> <li>• Marks others in a space</li> <li>• Apply rules to tactics</li> <li>• Compare performances to achieve personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make decisions around the correct pace, when to slow down and speed up</li> <li>• Sprint over a short distance and combine running and jumping.</li> <li>• run over a long distance.</li> </ul>	<ul style="list-style-type: none"> <li>• swim between 25 and 50metres unaided and keep swimming for 30 to 45 seconds, using swimming aids and support</li> <li>• use a variety of basic arm and leg actions when on my front and on my back.</li> <li>• swim on the surface and lower myself under water.</li> <li>• recognise how my body reacts and feels when swimming.</li> </ul>	<ul style="list-style-type: none"> <li>• follow a map in a more demanding familiar context.</li> <li>• move from one location to another following a map.</li> <li>• use clues to follow a route.</li> <li>• follow a route accurately, safely and within a time limit.</li> </ul>
Y5	<p>Evaluate to improve</p> <p>Extend knowledge of dynamic and body tension</p> <p>Coaching to improve</p> <p>Work with a partner to sequence</p>	<ul style="list-style-type: none"> <li>• Throw and catch a ball around an obstacle and with increased accuracy</li> <li>• Gather and return a ball tactfully</li> <li>• Mark others in a space</li> <li>• Apply rules to tactics</li> <li>• Compare performances to achieve personal best</li> </ul>	<ul style="list-style-type: none"> <li>• controlled when taking off and landing in a jump.</li> <li>• Follow specific rules around relays, racing strategically and consider the most effective way of completing a race</li> </ul>	<ul style="list-style-type: none"> <li>• swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</li> <li>• use 3 different strokes, swimming on front and back.</li> <li>• control breathing and swim confidently and fluently on the surface and under water.</li> <li>• recognise how swimming affects the body, and pace efforts to meet different challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• follow a map in an unknown location.</li> <li>• use clues and compass directions to navigate a route.</li> <li>• change my route if there is a problem.</li> <li>• change my plan if I get new information.</li> </ul>
Y6	<p>Adapt a sequence for different apparatus layout</p> <p>Use different dynamics and sequence</p> <p>Make longer/complex sequences</p> <p>Group sequences together</p> <p>Invent sequence from a stimulus eg story</p> <p>Repeat a sequence within a timescale</p>	<ul style="list-style-type: none"> <li>• Throw and catch a ball on the run</li> <li>• Gather and receiving with others supporting</li> <li>• Mark tactically with others</li> <li>• Apply rules of practise independently</li> <li>• Compare performances to achieve personal best</li> </ul>	<ul style="list-style-type: none"> <li>• can demonstrate stamina and endurance, using a variety Of running styles- spring, jog, skip, jump in competitive and non competitive situations</li> <li>• Begin to coach others to improve their athletic performance</li> </ul>	<ul style="list-style-type: none"> <li>• swim further than 100 metres and swim fluently and confidently for over 90 seconds.</li> <li>• use all 3 strokes with control and swim short distances using butterfly.</li> <li>• breathe so that the pattern of swimming is not interrupted.</li> <li>• perform a wide range of personal survival techniques confidently.</li> <li>• describe good swimming technique and show and explain it to others.</li> </ul>	<ul style="list-style-type: none"> <li>• plan a route and series of clues for someone else.</li> <li>• plan with others taking account of safety and danger.</li> </ul>

# Physical Education

## Statement of intent

### Aim

A high-quality physical education curriculum inspires all pupils to succeed and excel in fun competitive sport and other physically-demanding activities. It should provide exciting 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 values such as fairness and respect.

### We want to enable our children to:

- Develop competence to excel in a broad range of physical activities
- Sustain physical activities for periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

### Approach

#### Physical Education is taught primarily through weekly PE sessions that will:

- Engage learners through physically active lessons
- Build knowledge in sessions towards applying skills towards intended outcome (e.g. competitive matches/inter class competition)
- Focus on specific knowledge – not just playing matches (e.g. Cricket – learners to be taught how to catch effectively)
- Develops a love for sport through rich and engaging competitions, visitors and experiences
- PE learning experience will most likely be delivered through the Leadership, Well-being or Expression learning gateways.
- There could be opportunities for PE to be a focus of a learning experience.

### Outcomes

#### By the time the children leave our school, we want them to be physically confident in a way which supports their health, fitness and attitude. They will:

- Competitively play in a range of activities and sports which encourages a love of sport
- Develop flexibility, strength, technique, control and balance
- 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.

## Overview: Teaching and Learning of Physical Education

Through weekly PE lessons, and learning experiences, children will develop a range of knowledge and skills that will enable them to become confident athletes and aware of how to live, and the benefits, of a healthy lifestyle.

### They will develop the following underpinning skills which will enable them to acquire, use and communicate PE knowledge:

#### Compete

Learners should enjoy communicating, collaborating and competing with each other.

#### Respect

Pupils should develop an understanding of how to respect others during competitive activities

#### Evaluate

Learn how to evaluate and recognise their own success and successes of others.

### Areas for Study:

- a) Develop flexibility, strength, technique, control and balance (Gymnastics and athletics)
- b) Play competitive games and apply basic principles suitable for attacking and defending (Invasion Games)
- c) Use a range of movements to create a dance performance (Dance)
- d) Take part in athletic experiences
- e) Take part in outdoor and adventurous activity challenges both individually and within a team.
- f) Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

