



Sparkwell Primary School

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
							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

<u>Year A</u>						
Term/ Class	Autumn		Spring		Summer	
Year 1/2	REAL PE Personal	REAL PE Dance	REAL PE Social	Gymnastics	REAL PE Cognitive	Games
Year 3/4	REAL PE Personal Football	REAL PE Dance Health and fitness	REAL PE Social Invasion games	Gymnastics Cricket	REAL PE Cognitive Netball	Athletics Rounders
Year 5/6	REAL PE Personal Football	REAL PE Dance Health and Fitness	REAL PE Social Invasion games	Gymnastics Cricket	REAL PE Cognitive Netball	Athletics Rounders
<u>Year B</u>						
Term/ Class	Spring		Summer		Autumn	
Year 1/2	REAL PE Creative	Dance	REAL PE Physical	Gymnastics	REAL PE Health + fitness	Games
Year 3/4	REAL PE Creative Tag rugby	Dance Basketball	REAL PE Physical Orienteering	Gymnastics Tennis	REAL PE Health + fitness Netball	Athletics Swimming
Year 5/6	REAL PE Creative Tag rugby	Dance Basketball	REAL PE Physical Orienteering	Gymnastics Tennis	REAL PE Health + fitness Netball	Athletics Swimming

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, 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

Year 1 and 2

Dance	Gymnastics	Athletics	Coaching and leadership
<ul style="list-style-type: none"> - can clap to a simple rhythm (varied actions) - can identify tempo in music and move appropriately - can copy a simple motif. - can repeat a step over a count of 4/8 - can move to a beat / rhythm - can connect movements to a theme 	<ul style="list-style-type: none"> - can use their bodies to make number/letter shapes - can travel over / under obstacles - can link 2 shapes together in a sequence - can travel with varied points of contact with the floor - can adapt the level of shape (high/low) - can link 3 movements together in a sequence 	<ul style="list-style-type: none"> - can jump forwards - can change speed from walk – run – walk - can throw forwards as far as possible - can jump over a low hurdle - can vary running speed (run/jog/walk) - can throw overarm AND underarm 	<ul style="list-style-type: none"> - can repeat the details of a task - can peer assess with a partner against a single criteria - can recall success criteria + can recall other simple teaching points - can check if a partner performs a skill correctly - can recognise skills they are good at
Fundamental movement skills	Outdoor/ Adventurous activities	Games	
<p>REAL PE Fundamental skills 1-12 Yellow</p> <ul style="list-style-type: none"> - Static balance: 1 leg, seated, floorwork, stance - Dynamic Balance: On a line, jumping and landing - Counter Balance: In pairs - Coordination: Sending and receiving, ball skills, footwork. - Agility :ball chasing, reaction and response. <p>REAL PE Fundamental skills 1-12 Green</p> <ul style="list-style-type: none"> - Static balance: 1 leg, seated, floorwork, stance - Dynamic Balance: On a line, jump and land - Counter Balance: In pairs - Coordination: Sending and receiving, ball skills, footwork. - Agility :ball chasing, reaction and response. 	<ul style="list-style-type: none"> - can follow simple instructions to complete a task - can work with a partner - can share ideas and make them work - can follow simple instructions to complete a task - can work with a small group - can help others to be successful 	<ul style="list-style-type: none"> - can stop a ball rolling - can bounce and catch the same ball - can kick a football with dominant foot - can attempt to kick with non-dominant foot - can pass a large ball towards a target - can call for the ball - can throw a ball towards a target - can hit a ball with a racket / bat - can field a small ball that is moving - can run to a target zone avoiding obstacles - can dodge a moving ball - demonstrate how to get some 'out' in a cricket style game - can stop a ball rolling with their feet 	<ul style="list-style-type: none"> - is aware of how to score points - can say the main job of a defender and attacker - can stand in a space - can hit a ball off of a tee with a racket / bat - can stop a small ball that is moving - can run to a target zone avoiding obstacles - knows basic rules of some games - can catch balls of various sizes - can gather a bouncing ball - can kick a football with inside of foot - can pass a large ball to a teammate - is aware of how to score points - demonstrate the job of a defender and an attacker - show awareness of how to find space

Year 3 & 4

Dance	Gymnastics	Striking & Fielding		Net / Wall		Coaching/ leadership	Athletics
<ul style="list-style-type: none"> - copy & explore steps / actions - recall & adapt actions - link moves to a theme - move to varied tempo / speeds 	<ul style="list-style-type: none"> - perform basic Gymnastic shapes (tuck/pike.etc) - perform basic jumps - attempt basic balances (stork/arabesque) - perform a dish, a forward roll and arch roll - create a link sequence of 3 gymnastic skills - use low apparatus safely 	Cricket	Rounders	Tennis	Badminton	<ul style="list-style-type: none"> - tries to help others who are struggling - reinforces key teaching points to peers - identify own strengths and weakness (self-assess) - identify areas of strength and improvement in others (peer assess) - recall important information and repeat simple instructions to help a peer - take alternative roles within a group/team 	<ul style="list-style-type: none"> - run at full speed (Sprint) - run continuously (Endurance) - jump 2 feet to 2 feet (Long Jump) - jump 1 foot to 2 feet - perform triple jump in the correct sequence - perform an overarm throw with power - throw a vortex howler / foam javelin from a side on position
		<ul style="list-style-type: none"> - grip and hold the bat and ball correctly - make contact with bat and ball - hit a ball to space - bowl with a straight arm 	<ul style="list-style-type: none"> - grip and hold the bat correctly - show sideways batting stance - bowl underarm to a target - make contact with bat & ball - change direction of ball from a tee - knows to stop at a base 	<ul style="list-style-type: none"> - grip racket correctly - control ball on a racket - approach ball after 1 bounce - serve at a target - hit a moving ball 	<ul style="list-style-type: none"> - grip racket correctly - control shuttle on racket - serve at a target - return a moving shuttle 		
Fundamental movement skills	Outdoor and Adventurous activities	<ul style="list-style-type: none"> stop a rolling ball (long barrier) catch a partner fed ball throw towards a base / wicket know how to score knows how to deny scoring show understanding of pitch mark 		<ul style="list-style-type: none"> can hit from a self-fed serve knows some court boundaries knows forehand/backhand sides knows how a rally ends score in a modified game 			
		Games					
		Football	Tag rugby	Basketball	Netball	Hockey	Multi-skills
REAL PE Fundamental skills 1-12 Red - Static balance: 1 leg, seated, floorwork, stance - Dynamic Balance: On a line, jumping and landing - Counter Balance: In pairs - Coordination: Sending and receiving, ball skills, footwork. - Agility :ball chasing, reaction and response.	<ul style="list-style-type: none"> - plan an initial idea to tackle a problem - work alone / with a partner / teammates to solve problems - make some use of verbal / non-verbal communication - give and follow simple orienteering instructions - show some determination and perseverance to succeed at difficult challenges - recognise key features of a map. 	<ul style="list-style-type: none"> - dribble the ball with control - move forward into space - explore the areas of feet to control & send - beat a goalkeeper - participate in small sided games - dispossess an opponent 	<ul style="list-style-type: none"> - put on tag belts and tags - run with the ball in 2 hands - reach and take a tag - attempt to evade a defender - stop and pass after being tagged - tackle a player in possession - score a try 	<ul style="list-style-type: none"> - pass the ball past a defender - dribble slowly maintaining possession - send and receive a chest & bounce pass - move to receive a pass - dribble using both hands - attempt a shot at goal 	<ul style="list-style-type: none"> - stop when in possession - move into a new space - attempt to defend the ball - perform a pivot - link a pass & receive with a shot at goal - mark a player - play within boundaries 	<ul style="list-style-type: none"> - show correct stick grip - use a long stick to control a pass - aim towards a goal - send & receive a ball - shoot with power - show a basic understanding of feet & stick rules - dribble around an obstacle 	<ul style="list-style-type: none"> - send and receive a ball - identify space - aim for a target - score points in a conditioned game - demonstrate ability to work with teammates - throw at a target - evade a ball - play effectively to the rules of Dodgeball - outwit and opponent
		<ul style="list-style-type: none"> - show awareness of invading space and look to position themselves away from defender - demonstrate basic understanding of how games start / restart 					

Year 5 & 6

Dance	Gymnastics	Striking & Fielding		Net / Wall		Coaching/ leadership	Assessment
<ul style="list-style-type: none"> - link more complicated motifs - create & adapt choreography to suit a theme - use lyric & beat to inform choreography - consistently perform with precision & accuracy 	<ul style="list-style-type: none"> - support body weight of peers (partially/fully) - perform gymnastics skills before, on and after apparatus to form a sequence - adapt sequence to involve partner/apparatus - ensure transitions between movements are smooth and sequence flows 	Cricket	Rounders	Tennis	Badminton	<ul style="list-style-type: none"> - lead a practice task lesson with clear <u>out come</u> goals - adapt a task to suit the needs of a performer 	<ul style="list-style-type: none"> - apply learning from other PE curriculum areas to enhance weaknesses - explain/model god techniques to help others improve
		<ul style="list-style-type: none"> - place shots to particular target zones - bowl to a full length consistently 	<ul style="list-style-type: none"> - direct a shot towards space - hit to outside diamond - use a variety of bowls to outwit batter 	<ul style="list-style-type: none"> - serve overarm with speed - volley on both forehand / backhand sides - smash <u>high ball</u> before bounce 	<ul style="list-style-type: none"> - use both flick & underarm serve to space - hit consistent overhead clears - smash a high shuttle 		
		score runs/rounders for sustained periods + make good fielding choices to deny scoring + umpire games confidently		maintain a rally for 5 shots minimum + umpire matches confidently + apply simple tactics to a game			
Fundamental movement skills	Outdoor and Adventurous activities	Games					Athletics
		Football	Tag rugby	Basketball	Netball	Hockey	
REAL PE Fundamental skills 1-12 Blue - Static balance: 1 leg, seated, floorwork, stance - Dynamic Balance: On a line, jumping and landing - Counter Balance: In pairs - Coordination: Sending and receiving, ball skills, footwork. - Agility :ball chasing, reaction and response.	<ul style="list-style-type: none"> - successfully carry out a set role within a group contributing to the overall group success - identify key tasks that need to be completed as part of a wider challenge - evaluate group performance during a challenge suggesting possible strengths / weaknesses - find appoint of reference on a map - use a map to create, plot and complete and orienteering course 	<ul style="list-style-type: none"> - explore other areas of the body to gain control of the ball - maintain possession while under pressure from a tackler - provide attacking opportunities for others - dispossess an attacker and clear the danger 	<ul style="list-style-type: none"> - pass to a moving runner accurately & quickly - run strong support lines on shoulder of ball carrier - participate effectively in games - defend alone & with peers 	<ul style="list-style-type: none"> - demonstrate triple threat position (pass/shoot/dribble) - select successful option to outwit opponent from triple threat - dispossess an attacker legally - begins to use layup shot 	<ul style="list-style-type: none"> - jump stop and choose pivot leg - use split step to invade closer to net before shooting - mark while always having view of player and ball - keep to own personal boundaries 	<ul style="list-style-type: none"> - choose best options to outwit a defender - adapt various roles in a short corner - defend a short corner successfully - use reverse stick sweep effectively in games 	<ul style="list-style-type: none"> - incorporate a run up to a long jump (1 foot to 2 feet) - accurately use a stopwatch/tape measure to record performance of peers - make use of leg power to extend throw - perform a strong sprint start - officiate a range of athletics accurately - use arms in flight to extend jumps - incorporate a short run up to throw
		create and apply simple defensive plays/routines to a game (from a free kick / thrown in, etc.) + create and apply simple attacking plays/routines to a game (from side-line pass/ <u>centre</u> , etc.)					

