

## **Curriculum Overview High Ham Church of England Primary School**

### **Curriculum Area: PE**

The name of the current curriculum lead is on the school website on the curriculum page.

Our curriculum approach to physical education reflects our ethos statement:

**‘Discovering, learning, believing together’.**

In particular, we are keen for pupils to discover their own passion for physical education

#### **Intent**

To inspire all children to develop a passion for physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We offer extended opportunities for those pupils who wish to continue the activities through specialist coach-led after school clubs, through links with local clubs and partnerships within our community.

#### **Implementation**

PE is taught discretely by the class teacher or PE teacher. Consistency and progression are ensured by using Getset4PE (scheme). Where possible, the teacher tries to link the lesson to other curriculum areas. Children are supported and challenged appropriately during PE lessons to ensure progress by all. Children are taught a broad range of skills and sports and are given opportunities to further these skills in extra-curricular activities. As well as PE lessons, the children have the opportunity to take part in Outdoor Play and Learning (OPAL) activities.

#### **Impact**

Children enjoy PE lessons and have a positive attitude towards sport. They are able to apply the skills they have learnt to opportunities outside of school. KS1 and KS2 children are given the opportunity to take part in events and compete against other schools in the area. Children find new sports they enjoy and can succeed at.

#### **Planning**

We follow the National Curriculum and use REAL PE (scheme) to complete planning for PE lessons. However, where possible, we try to link the PE activities to the school topic. The school website has links to our yearly overview planning which shows the PE coverage for each class throughout each term. This has been separated into year groups: Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6. This helps us to plan and to ensure the lessons are increasing the depth of understanding and range of knowledge throughout the primary years.

### **Knowledge and skills progression through the school**

#### **Essential Elements**

##### Year 1

- To begin to warm up and cool down appropriately.
- To begin to use space and equipment safely.
- To begin to know that being active is good for them and is fun.
- To begin to describe how they feel when they have worked hard.
- To begin to use both peer and self-reflection on their performance.
- To begin to identify good techniques using a WAGOLL (what a good one looks like).

- To begin to act on feedback to improve their performance.

#### Year 2

- To warm up and cool down appropriately and explain why this is important.
- To use space and equipment safely.
- To know that being active is good for them and is fun.
- To describe how they feel when they have worked hard.
- To use both peer and self-reflection on their performance.
- To begin to identify good techniques using a WAGOLL (what a good one looks like).
- To act on feedback to improve their performance

#### Year 3

- To work safely with space and equipment.
- To know and describe the short-term effects of different exercise activities on the body.
- To begin to recognise a good performance using a WAGOLL (what a good one looks like).
- To begin to identify the parts of a performance that needs improving through self-assessment and peer critique and act upon feedback.
- To warm up and cool down safely, including stretching

#### Year 4

- To warm up and cool down safely, including stretching and be able to explain why this is important.
- To work safely with space and equipment.
- To know and describe the short-term effects of different exercise activities on the body.
- To recognise a good performance using a WAGOLL (what a good one looks like).
- To identify the parts of a performance that needs improving through self-assessment and peer critique and act upon feedback

#### Year 5

- To work safely with space and equipment.
- To begin to be able to explain and apply basic safety principles in preparing for exercise.
- To describe the effects exercise has on my body.
- To describe how valuable exercise is to my health.
- To begin to choose and use information to evaluate own and others work.
- To begin to develop a set of criteria for evaluating a performance.
- To accept other people suggestions and practice to improve.

#### Year 6

- To work safely with space and equipment and explain safety principles.
- To describe the effects and value exercise has on the body.
- To develop a set of criteria for evaluating a performance.
- To use self-assessment and critique to make improvement to sequences or techniques.

### **Dance**

#### Year 1

- To begin to copy and remember moves and positions.
- To begin to repeat and explore moves.
- To begin to move with some control, co-ordination and care.
- To begin to perform dance actions with care and co-ordination.
- To begin to link two or more actions together to make a sequence.
- To begin to choose movements to communicate a mood, feeling or idea

#### Year 2

- To copy and remember moves and positions.
- To repeat and explore moves.
- To move with some control, co-ordination and care.
- To perform dance actions with care and co-ordination.
- To link two or more actions together to make a sequence.

- To choose movements to communicate a mood, feeling or ideas

### Year 3

- To begin to move in a clear, fluent and expressive manner.
- To begin to plan, perform and repeat sequences.
- To begin to move with control, co-ordination and care.
- To begin to identify how performance can be improved through self-assessment and peer critique feedback.
- To begin to say how work is similar/ different from others'

### Year 4

- To move with control, co-ordination and care.
- To identify how performance can be improved through self-assessment and peer critique feedback.
- To say how work is similar/ different from others.
- To move in a clear, fluent and expressive manner.
- To plan, perform and repeat sequences

### Year 5

- To begin to perform expressively and hold a precise and strong body posture.
- To begin to create and perform complex sequences.
- To begin to link skills, techniques and ideas and apply them accurately and appropriately.
- To be creative and imaginative in composing own dance sequences

### Year 6

- To apply skills, techniques and ideas accurately, appropriately and consistently.
- To show precision, control and fluency.
- To plan to perform in a range of different ways and purposes.
- To perform complex moves that combine strength and stamina gained throughout gymnastic activity.

## **Games**

### Year 1

- To begin to use the term opponent and team mate.
- To begin to improve the way they co-ordinate and control their bodies and a range of equipment.
- To begin to use rolling, hitting, running, jumping, catching and kicking in combination.
- To begin to choose, use and vary simple tactics.
- To begin to lead others when appropriate

### Year 2

- To use the term opponent and team mate.
- To improve the way they co-ordinate and control their bodies and a range of equipment.
- To use rolling, hitting, running, jumping, catching and kicking in combination.
- To choose, use and vary simple tactics.
- To lead others when appropriate

### Year 3

- To follow rules of a game and play fairly.
- To begin to improve their ability to choose and use simple tactics and strategies.
- To strike a ball and field with control.
- To begin to throw and catch with control and accuracy.
- To begin to pass to team mates at appropriate times

### Year 4

- To follow rules of a game and play fairly.
- To improve their ability to choose and use simple tactics and strategies.

- To strike a ball and field with control.
- To throw and catch with control and accuracy.
- To pass to team mates at appropriate times

#### Year 5

- To begin to choose and combine techniques in games situations (running, throwing, catching, jumping).
- To begin to know and apply the basic strategic and tactical principles of attack, and adapt them to different situations.
- To begin to use forehand and backhand when playing racquet games.
- To begin to work alone or with a team member in order to gain points or possession.

#### Year 6

- To field, defend and attack tactically by anticipating the direction of play.
- To choose the most appropriate tactics for a game.
- To lead others when called upon and act as a good role model within a team.
- To choose, combine and perform skills fluently and effectively in invasion, striking and net games.

### **Gymnastics**

#### Year 1

- To begin to link two or more actions to make a sequence.
- To begin to travel by rolling forwards, backwards and sideways safely.
- To climb safely on equipment.
- To begin to jump in a variety of ways and land with increasing control.

#### Year 2

- Link three or more actions to make a sequence.
- Travel by rolling forwards, backwards and sideways.
- To climb safely on equipment and understand why this is important.
- Jump in a variety of ways and land with increasing control and balance

#### Year 3

- To begin to plan, perform and repeat sequences.
- To begin to show changes of direction, speed and level during a performance.
- To begin to move in a clear, fluent and expressive manner.
- To begin to swing and hang from equipment safely using hands.

#### Year 4

- To plan, perform and repeat sequences.
- To show changes of direction, speed and level during a performance.
- To move in a clear, fluent and expressive manner.
- To swing and hang from equipment safely, using hands

#### Year 5

- To practice and refine the gymnastic techniques used in performances.
- To begin to create complex sequences that include a full range of movements e.g. travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures and linking skills.
- To begin to hold shapes that are strong, fluent and expressive.
- To begin to vary speed, direction, level and body rotation during floor performances.

#### Year 6

- To create complex and well executed sequences that include a full range of movements.
- To include in a sequence, set pieces, choosing the most appropriate linking elements.
- To demonstrate good kinesthetic awareness (placement and alignment of body parts in well-rehearsed actions).

- To use equipment to vault and swing

## **Athletics**

### Year 1 and 2

- To develop running, jumping and throwing skills.
- To use bodies and equipment with control and co-ordination.
- To choose skills appropriate for challenges

### Year 3

- To begin to sprint over a short distance up to metres.
- To begin to practice throwing accurately to hit a target or cover a distance.
- To begin to practice jumping in a number of ways and explore take offs, landings and run ups.
- To begin to compete with others and aim to improve 'personal bests'

### Year 4

- To sprint over a short distance up to metres.
- To practice throwing accurately to hit a target or cover a distance.
- To practice jumping in a number of ways and explore take offs, landings and run ups.
- To compete with others and aim to improve 'personal bests'

## **Outdoor and Adventurous Activities (OAA)**

### Year 1 and 2

- To begin to show an ability to both lead and work as part of a team.
- To access a range of opportunities to extend their skills.
- To enjoy activities whilst solving simple problems

### Year 3

- To begin to understand the need to show accomplishment in managing risks.
- To begin to show an ability to lead and form part of a supportive, resilient team.
- To begin to use maps, compasses and digital devices to orientate themselves.
- To begin to remain aware of changing conditions and change plans if necessary

### Year 4

- To understand the need to show accomplishment in managing risks.
- To show an ability to lead and form part of a supportive, resilient team.
- To use maps, compasses and digital devices to orientate themselves.
- To remain aware of changing conditions and change plans if necessary

### Year 5

- To begin to select appropriate equipment for OAA.
- To begin to identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- To begin to embrace both leadership and team roles and gain the commitment and respect of a team.
- To empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- To use a range of devices in order to orientate themselves

### Year 6

- To use a range of devices in order to orientate themselves.
- To empathise with others and offer support without being asked.
- Seek support from the team and the experts if in any doubt.
- To develop to embrace both leadership and team roles and gain the commitment and respect of a team.
- To develop to select appropriate equipment for OAA.

- To develop to identify possible risks and ways to manage them, asking for and listening carefully to expert advice

### **Recording**

Lessons do not require written notes. Ongoing teacher assessment will take place using 'Educater' (our whole school assessment system). The children are assessed on their increasing knowledge and skills. Work will also be documented through Tweets and pictures.

### **Reporting**

On our annual reports, which are given to parents at the end of the year, a judgement will be made regarding their child's attainment in PE relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

### **Monitoring**

#HighHamPE Twitter feeds show the learning objectives being taught along with @HighHamSports. #HighHamSP202122K11/2/3/4/5 shows evidence of how we have met the sports premium key indicators. The curriculum leader works alongside their curriculum partner to collate evidence including analysing how planning matches the activities done in lessons, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. Where relevant the implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda (aspect of the School Development Plan) to ensure the workload for PE is both manageable and is making an impact on the children's learning.

### **Review**

April 2023