Highcliffe St Mark Primary School

PE Curriculum Overview

Subject Rationale—what does Physical Education mean for our children in our school? why do we teach what we teach in our school?

Physical Education engages and inspires all children to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. It provides opportunities to develop values such as fairness and respect within school as well as inter-school competitions.

Topic Knowledge

EYFS curriculum

Revise and refine fundamental movement skills including agility, balance and coordination. Know and talk about the different factors that support overall health and wellbeing.

KS1 National Curriculum—Programme of Study

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.

KS2 National Curriculum—Programme of Study

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.

Skills Progression

EYFS

By the end of EYFS, pupils will have revised and refined rolling, crawling, walking, jumping, running, hopping, skipping and climbing.

KS1

Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

KS2

Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate (for example, football, basketball, handball, tennis, athletics, netball, golf), 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.

The Curriculum Sequence

EYFS

Fledglings: Healthy Movers, Multi-skills, Rippa Rugby* to develop fundamental skills such as balance, coordination, strength and special awareness.

Reception: Locomotion (walking), Ball skills (hands), Gymnastics (high, low, over, under), Dance (dinosaurs), Sports day practise/Multi-skills, Ball skills (feet), Dance (ourselves), Attack v Defence (games for understanding). Healthy Movers and Sticky Kids throughout the year.

KS1

Year 1: Locomotion (running), Gymnastics (wide, narrow, curled), Health and wellbeing, Ball skills (hands), Dance (heroes), Team building, Ball skills (feet), Ball skills (rackets, bats and balls), Gymnastics (body parts), Attack v Defence (games for understanding), Dance (growing), Sports day practise, Locomotion (jumping), Dance (the zoo), swimming

Year 2: Gymnastics (linking), Locomotion (dodging), Ball skills (hands), Dance (water), Locomotion (jumping), Ball skills (feet), Gymnastics (pathways), Team building, Attack v Defence (games for understanding), Dance (great fire of London), Health and wellbeing, Sports day practise, Dance (candy), Ball skills (rackets, bats an balls)

KS2

Year 3: Invasion (netball), Gymnastics (symmetry and asymmetry), Health and wellbeing (mindfulness), Invasion (tag rugby), Invasion (Handball), Inclusion (Boccia), OAA (communication and tactics), Invasion (basketball), Invasion (football), Striking (golf), Net and Wall (tennis), Dance (wild animals), Athletics (Sports day practise), Gymnastics (canon and unison), Dance (weather), Strike and field (rounders), swimming

Year 4: Invasion (netball), Gymnastics (bridges), Inclusion (Boccia), Invasion (handball), Dance (cats), Health and Wellbeing (mindfulness), OAA (orienteering), Invasion (tag rugby), Invasion (basketball), Net and Wall (tennis), Invasion (football), Striking (golf), Athletics (sports day practice), Gymnastics (levels and direction), Dance (space), Strike and field (rounders), swimming

Year 5: Invasion (netball), Invasion (tag rugby), Gymnastics (counter balance and counter tension), Invasion (handball), Health related exercise, OAA (problem solving), Net and Wall (tennis), Invasion (basketball), Striking (golf), Invasion (football), Dance (circus), Athletics (sports day practise), Gymnastics (flight), Strike and field (rounders), Dance (Greeks), swimming

Year 6:Invasion (tag rugby), Invasion (netball), Gymnastics (matching and mirroring), Invasion (handball), Dance (Titanic), Invasion (basketball), OAA (leadership), Net and wall (tennis), Health related exercise, Invasion (football), Striking (golf), Athletics (sports day practise), Gymnastics (creating sequences), Dance (carnival), Invasion (rounders), swimming

Central Substantive Concepts

What core concepts are returned to and built upon throughout their time in school?

Adversity, belief, belonging, care, choice, cohesion, common good, community, consequence, creativity, democracy, diversity, dreams, equality, failure, fairness, fear, friendship, happiness, identity, love, loyalty, media, passion, power, strength, trust, weakness, well-being .

Assessment

Lessons are formatively assessed by the teacher through observation and questioning. Verbal feedback every lesson with teacher , peer and self–assessment. Each child will be assessed (dance, gymnastics and games) using the Complete PE assessment tool, which uses the success criteria taught in each lesson to inform judgements based on social, cognitive, practical and wellbeing objectives.

SEND

Learning is personalised by class teachers and adaptations are made to meet the needs of the learner using the STEP approach (Space, Task, Equipment, People)

Links Across the Curriculum

Links to PSHE, Health and Wellbeing, and a Positive Growth Mindset. Various enrichment opportunities, including Outdoor Adventure Activities.

Subject Leader: Alice Kingham

Highcliffe St Mark Primary School

Experiencing Physical Education

Subject Enhancements	Resources and Texts	Key Vocabulary
How do children experience xxx in different contexts e.g. real life, trips, visits, their immediate environment	What are the key resources that the children will encounter and explore throughout their time in our school?	
EYFS The children have opportunities to take part in internal competitions. All children take part in physical activity every week. External coaches come into school to support the children's learning e.g. dance and tennis.	EYFS The children explore and encounter: modelling demonstrated to them by the teaching adult or coach. Some exploration will be made through the coaching of their peers. Children can link resources from PSHE healthy living.	EYFS Walking , jumping, pushing, pulling, bouncing, moving, dribbling, rolling, stopping, overarm, underarm, catching, climbing, balancing.
KS1 The children have opportunities to take part in internal and external competitions, competing against other local schools. All children take part in physical activity every week. External coaches come into school to support the children's learning e.g. dance and tennis. After school clubs are offered to enhance the children's learning experience e.g. outdoor learning club and football.	KS1 The children explore and encounter: modelling demonstrated to them by the teaching adult or coach. Some exploration will be made through the coaching of their peers. Children can be shown the videos on Complete PE and they can analyse their performances through videos . PSHE links to healthy lifestyle choices etc.	KS1 Walking , jumping, pushing, pulling, bouncing, moving, dribbling, rolling, stopping, overarm, underarm, catching , climbing, balancing, throwing, passing, power, speed, skipping, acceleration, dodging, receiving, possession.
KS2 The children have opportunities to take part in internal and external competitions, competing against other local schools. All children take part in physical activity every week. External coaches come into school to support the children's learning e.g. dance and tennis. After school clubs are offered to enhance the children's learning experience e.g. netball, tennis and football.	KS2 The children continue to explore and encounter: modelling demonstrated to them by the teaching adult or coach. Some exploration will be made through the coaching of their peers. Children can be shown the videos on Complete PE and they can analyse their performances through videos . Increased range of skills through effective modelling and discussions.	KS2 Walking , jumping, pushing, pulling, bouncing, moving, dribbling, rolling, stopping, overarm, underarm, catching , climbing, balancing, throwing, passing, power, speed, skipping, acceleration, dodging, receiving, possession, control, direction, shooting, defending, blocking, tackling, tactics, officiating.