

Physical Education Curriculum



Intent

At St Werburghs Catholic Primary School, we have designed a Physical Education curriculum that strives to provide the children with knowledge and understanding of how to lead a healthy and active lifestyle, allowing them to make positive choices beyond the school gates. We aim to develop physically competent, confident and resilient children who are able to access a wide range of existing and new opportunities. We are committed to achieving this through a curriculum where pupils experience a broad range of activities, continue to work towards mastery of key gross motor skills and develop the cognitive skills to reflect and make positive decisions. Our high-quality planning, informed by the National Curriculum, aims to equip all pupils to work independently, with a partner or in a team. When working with others, children will be encouraged to be aware of the role of others and appreciate the diverse strengths of others. The engaging, experience rich, Physical Education curriculum helps pupils to develop key social skills such as communication, cooperation and the ability to celebrate the success of others.

Implementation

PE at St Werburgh's Catholic is taught using a Scheme of Work purchased from Edmentum that is adapted to meet the needs of our school. Units of work are normally taught throughout a half term.

In EYFS, children are taught Fundamental Skills, Gymnastics and Dance.

In KS1, children are taught Gymnastics, Athletics, Dance and Games. Games lessons are skill based as opposed to sport specific, and focus on further developing fundamental skills from EYFS but in some more competitive contexts.

In KS2, children are taught Health and Fitness, Gymnastics, Dance, Athletics and a range of Games themes. Games unit are organised by the following themes: Tactics and Strategies, Keeping Possession, Creating and Closing Space, and Linking Actions. For each theme, teachers have the choice of two activities to ensure coverage.

Planning ensures coverage of 4 main components: Physical Competence, Thinking, Healthy Active Lifestyles and Social and Emotional. Each lesson is planned to include elements of each and the long term plan ensures appropriate progression from EYFS to Year 6.

Impact

Our PE curriculum will ensure all of our pupils, regardless of different backgrounds and starting points, have the same opportunities to achieve in PE and enjoy the thrill of being physically active. Knowledge, understanding and skills will be secured and embedded so that all pupils achieve their full potential.

They will develop a long term and sustainable love for being active and will understand how being active can benefits them in many ways, including their wellbeing, weight, fitness and prospects after they leave the school.

Long Term PE Curriculum Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Pre-School	<p>Gross Motor Enjoy moving both indoors and outdoors.</p> <p>Fine Motor Explore different materials and tools.</p>	<p>Gross Motor Eat finger foods and develop likes and dislikes.</p> <p>Try a wide range of foods with different tastes and textures.</p> <p>Learn to use the toilet with help and then independently.</p> <p>Fine Motor Clap and stamp to music.</p>	<p>Gross Motor Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Walk, run, jump and climb and start to use stairs independently.</p> <p>Fine Motor Develop manipulation and control.</p>	<p>Gross Motor Builds independently with a range of resources.</p> <p>Fine Motor Develop manipulation and control.</p>	<p>Gross Motor Enjoy starting to kick, catch and throw balls.</p> <p>Fine Motor Develop manipulation and control.</p>	<p>Gross Motor Sit on a push or wheeled toy, use a scooter and ride a tricycle.</p> <p>Use large and small motor skills to do things independently for example manage buttons and zips and pour drinks.</p> <p>Fine Motor Develop manipulation and control.</p>
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Foundation 1	<p>Gross Motor Children will know how to ride a scooter.</p> <p>Fine Motor Children will explore large mark making to develop cross the mid-line movements.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know how to use hammers to hit a large headed nail.</p> <p>Children will create puppets for a shadow theatre.</p>	<p>Gross Motor Children will know how to throw a ball.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to climb using alternate feet.</p> <p>Fine Motor Children will know how to zip up their coat.</p>	<p>Gross Motor Children will know how to skip, hop and stand on one leg.</p> <p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p>	<p>Gross Motor Children will know how to work together to carry large items such as planks of wood.</p> <p>Fine Motor Children will show preference for a dominant hand.</p>
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Foundation 2	<p>Gross Motor Children will know how to hop, skip and jump.</p>	<p>Gross Motor Children will know how to ride a balance bike.</p>	<p>Gross Motor Children will know how to pull themselves up rope</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p>

	<p>Fine Motor Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters m,a,s,d.</p>	<p>Fine Motor Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>and hang on monkey bars.</p> <p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Fine Motor Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	Games	Gymnastics	Dance	Games	Athletics	Games
Key knowledge	<ul style="list-style-type: none"> To use agility to find space. Accurately throw a ball or beanbag to themselves. Catch a ball or bean bag with some consistency. 	<ul style="list-style-type: none"> move confidently in different ways including speed and direction - in a sequence (combination) perform a range of jumps with control and balance perform and link different balances with control and strength demonstrate a range of rocking and rolling actions 	<ul style="list-style-type: none"> Link movements in a sequence. Perform a dance 	<ul style="list-style-type: none"> Kick a ball to a partner with control and some accuracy. Use feet to move a ball around and area, keeping control. Use a racket to strike a ball with some accuracy. 	<ul style="list-style-type: none"> Land safely with control, when performing a range of jumping techniques. Perform good running techniques when travelling over different distances. Accurately send a ball to a partner or a target. Change direction and speed quickly. 	<p>Develop and apply:</p> <ul style="list-style-type: none"> Throwing Chasing Catching Agility <p>Children apply these fundamental skills learnt in Autumn 1 and Spring 2 into game situations.</p>

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 2	Games	Gymnastics	Dance	Games	Athletics	Games
Key knowledge	<ul style="list-style-type: none"> • Throw a small/large ball to a partner. • Dribble a ball using one or two hands. • To apply throwing and dribbling in games. 	<ul style="list-style-type: none"> • To travel with body weight supported by hands • To perform jumps as part of a sequence with good balance when landing • To explore the range of body parts used to balance • To perform rocking actions linked with basic shapes, e.g., pike, straddle, tuck 	<ul style="list-style-type: none"> • To understand what Unison is and how it can improve a performance. • To Understand what Canon is and how it can improve performance. • To identify and use changes of speed to show a theme or portray a message or emotion. 	<ul style="list-style-type: none"> • To kick a ball to a moving partner. • Use feet to dribble a ball with changes in speed and direction. • Use a racket to strike a ball to a partner in a rally. 	<ul style="list-style-type: none"> • To use techniques to increase the distance of a jump. • To show increased stamina when running over longer distances. • To throw accurately at a target with different dynamics; high, low, stationary, and moving. • To show increased speed and agility when moving in different directions. 	<p>Children develop and apply:</p> <ul style="list-style-type: none"> • Throwing and catching • Dribbling (with hands and feet) • Kicking • Agility • Striking a ball <p>Children apply these fundamental skills learnt in Autumn 1 and Spring 2 into game situations.</p>

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Sending and Receiving: Tag Rugby	Gymnastics	Dance	Keeping Possession: Netball	Athletics	Linkig actions
Key knowledge	<ul style="list-style-type: none"> • Pass a ball and then move into space to 	<ul style="list-style-type: none"> • To adapt travelling movements when on floor or apparatus. • To model high quality 	<ul style="list-style-type: none"> • Perform in time with a controlled beat. • Create new actions that link to a theme. 	<ul style="list-style-type: none"> • To define possession in team games. • Use chest, 	<ul style="list-style-type: none"> • Effective use of take-off and landing techniques when jumping for distance. 	<ul style="list-style-type: none"> • Strike a ball with accuracy using

	<p>receive the ball again.</p> <ul style="list-style-type: none"> To receive a ball whilst on the move. Recognise how making mistakes helps us learn. 	<p>movement when performing a range of jumps.</p> <ul style="list-style-type: none"> To link and move between different balances. 	<ul style="list-style-type: none"> Perform movements with greater fluency. 	<p>bounce, and overhead pass successfully.</p> <ul style="list-style-type: none"> Identify how creating space can help their team to keep possession. To understand how communication can lead to success in a team. 	<ul style="list-style-type: none"> Use a two handed 'push throw' technique with a large ball. Understanding of how to apply pacing during running challenges. 	<p>different techniques.</p> <ul style="list-style-type: none"> Identify when in the correct position to receive the ball. Throw a small ball with increasing accuracy, using an overarm technique.
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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 4	Keeping Possession: Basketball	Gymnastics	Dance	Linking Actions: Hockey	Athletics	Sending and Receiving: Rounders
Key knowledge	<ul style="list-style-type: none"> Select the appropriate technique and time to pass, to avoid a defender and keep possession. Select and use a range of passes with a large ball, with control and accuracy. To communicate as a team to keep possession. 	<ul style="list-style-type: none"> Evaluate and improve a travelling sequence. To perform a forward roll with the correct technique. To perform a sequence that includes a jump, balance, and a roll 	<ul style="list-style-type: none"> Perform action and balances with increased control and consistency. Perform a range of actions and movements that portray a story. 	<ul style="list-style-type: none"> Pass the ball consistently using the correct technique Move well into space to get in a good position to strike the ball. Pass a ball to a moving partner using a hockey stick Dribble 	<ul style="list-style-type: none"> Perform a standing long jump with increased control. Increased power and control when performing a 'push throw'. Able to change pace at different parts of a running activity; sprint finish. 	<ul style="list-style-type: none"> Suggest ways to improve and practises to support them in doing so. Strike the ball accurately and with control using a forehand/backhand technique Throw a small ball accurately and with increased power using an overarm technique

				accurately and with increasing speed using a hockey stick.		
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	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 5	Creating and Closing Space: Tag Rugby	Gymnastics	Dance	Tactics and Strategies: Basketball	Athletics + Outdoor and Adventurous Activities (OAA)	Linking Actions: Cricket
Key knowledge	<ul style="list-style-type: none"> Identify how a team can find space to improve of attacking. Select and apply appropriate passing skills in a game situation. Use agility to create space for themselves or teammates. Identify how to limit space for an attacking team. To understand how closing space can assist defending. 	<ul style="list-style-type: none"> using rotations to increase the difficulty of a jump select and use a range of sitting, standing and support shapes in a sequence changing the starting or finishing position of a roll to increase the difficulty assess the effectiveness of a performance 	<ul style="list-style-type: none"> Repeat and short movement sequence in time with a beat and other group members. Knowledge of how to use expression and emotion to support a theme or character. 	<ul style="list-style-type: none"> Identify how a team can improve attacking and defending. To consistently select the most appropriate passing technique in games. Accurately pass a ball to a partner as part of a small, sided game. 	<p>Athletics:</p> <ul style="list-style-type: none"> Use a linked combination of jumping techniques with control. Perform the technique for a shot putt throw using a small ball. Understanding of how to improve stamina. <p>OAA:</p> <ul style="list-style-type: none"> Identify strengths of the team and suggest ways in which they can become more effective. Identify and use a range of symbols on a map. Effectively communicate changes to a plan in order to become more successful. 	<ul style="list-style-type: none"> Confidently strike a ball with increased control. Identify space and strike the ball into the space consistently. Use a bowling technique with increased accuracy and control. Evaluate strengths and weaknesses of performance.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 6	Creating and Closing Space: Tag Rugby	Gymnastics	Dance	Tactics and Strategies: Netball	Athletics & Outdoor Adventurous Activities (OAA)	Linking Actions: Tennis
Key knowledge	<ul style="list-style-type: none"> Adapt attacking or defending tactics to improve performance with a focus on creating or limiting space. Identify space and work as a team to maximise how it is used when attacking. To evaluate tactics used on creating and closing space. 	<ul style="list-style-type: none"> Perform a range of shapes which include rotation as part of a sequence use large body parts to perform a well-controlled balance perform a sequence using a combination of previously taught rolls including travelling, jumping, and balancing identify areas of performance and suggest ways in which they can be improved. 	<ul style="list-style-type: none"> Able to explore and link and range of actions and perform with control and fluency. Create and perform a dance that expresses feelings linked to a theme. 	<ul style="list-style-type: none"> Identify appropriate changes in passing techniques that match different tactics i.e., keeping possession with shorter chest passes or creating space with longer overhead passes. Identify tactics that are not effective and suggest, as a team, how they can be improved. Develop successful tactics that can be used in a small-sided game. 	<p>Athletics:</p> <ul style="list-style-type: none"> Perform a triple jump with good technique for all 3 elements. Apply knowledge from other areas to perform a javelin throw with power and some accuracy. Use the correct starting technique for sprinting activities. 	<ul style="list-style-type: none"> To accurately strike a ball with control in a rally. To accurately strike the ball into space in a court. Identify tactics that are not effective and suggest, as a team, how they can be improved. Successfully apply skills and tactics that can be transferred from a different context to the activity.