Whimple Primary School

PE Curriculum Statement

Subject Vision: "I have always believed that exercise is the key not only to physical health but to peace of mind." Nelson Mandela

Our vision for PE is for all children to experience excellent physical education, school sport and physical activity that will lead to life-long participation. Our aim is to provide a high quality, inclusive physical education curriculum which inspires all pupils to succeed and excel. We focus on developing pupils' physical literacy required to tackle a range of activities and encourage life-long participation in fitness. We target opportunities for pupils to become physically confident in a way which supports their health and fitness as well as embed values and respect.

Statement of Intent:

It is our intention to deliver a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect. Through enrichment activities and intra-school and inter-school competitions and events, we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with. The foundation of our PE syllabus his progression of skills has been planned in order to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum. Additionally, an imperative element of the curriculum within Whimple Primary School is a need for a healthy and active lifestyle, a balanced diet, positive mind-set and the resilience to persevere. We are passionate about the need to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. We intend to deliver a skills-progression curriculum model with knowledge underpinning the application of skills. The 2002 Education Act requires schools to provide a 'balanced and broadly based curriculum' which promotes the spiritual, moral, cultural, mental and physical development of children at our schools and prepares them for the opportunities, responsibilities and experiences of later life. We intend to deliver the 2014 National Curriculum in a purposeful, engaging and creative way by providing a broad curriculum that ensures that there are enough subjects on the timetable and a balanced curriculum that ensures that each subject is given sufficient space on the timetable to deliver its distinct contribution.

Statement of Implementation:

The PE curriculum is taught through a carefully sequenced programme, which is in-line with the National Curriculum, and is used to aid teaching staff in their subject knowledge and planning of PE. Teachers are able to adjust and change lessons to suit the needs of their classes but the structure of the teaching sequences provides a strong basis of what is expected in each year group. Each class has access to two hours of high-quality physical activity every week, made up of a variety of sports, games and activities which offer a breadth of opportunities for the children to develop and succeed in. Our PE curriculum is taught entirely by school staff. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice. Each lesson, children are given the opportunity to practise skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Children revisit learning each year, as the 'Cogs of Learning' remain throughout their learning journey, and are developed each time they meet the content. We offer a range of sporting after-school clubs run by both teaching staff and outside agencies. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports alongside local sports clubs including Exeter Chiefs, Exeter City and our local learning community schools linked to Clyst Vale Community College. PE is taught using the playgrounds, the school hall and the MUGA (offsite in the village). During the summer months, we liaise with the local cricket club to use their facilities for curricular teaching, and events such as sports day.

Statement of Impact:

Statement of Impact: What is the impact of the Physical Education curriculum at the school? Our curriculum aims to improve the wellbeing and fitness of all children in our school; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PHSE, we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. We aim to encourage children to maintain a healthy, balanced diet, develop their physical literacy and thrive in lifelong participation of sport in whatever capacity that is. We expect all children to be able to swim 25 metres unaided by the end of Year 6. In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

WHOLE SCHOOL PROGRESSION PLANNING: PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Elm (EYFS and Year 1)	Real PE: Personal Fundamentals – EYFS Unit 1	Real PE: Social Dance - EYFS	Real PE: Cognitive Fundamentals – Year 1	Real PE: Creative Ball Skills – EYFS Unit 1	Real PE: Applying physical skills Invasion – Year 1	Real PE: Health and Fitness Ball Skills – Year 1
Ash (Year 1/2)	Real PE: Personal Invasion – Year 2	Real PE: Social Gymnastics – Year 1	Real PE: Cognitive Striking and Fielding – Year 2	Real PE: Creative Dance – Year 2	Real PE: Applying physical skills Target – Year 1	Real PE: Health and Fitness Athletics – Year 2
Oak (Year 3/4)	Real PE: Personal Target – Dodgeball Year 4	Real PE: Social Invasion – Hockey Year 3	Real PE: Cognitive Dance – Year 3	Real PE: Creative Net and Wall – Badminton Year 3	Real PE: Applying physical skills Invasion – Netball Year 4	Real PE: Health and Fitness Striking and Fielding – Cricket Year 3
Beech (Year 4/5)	Real PE: Personal Net and Wall - Tennis Year 5	Real PE: Social Invasion - Tag Rugby Year 5	Real PE: Cognitive Swimming/ OAA – Year 5/6	Real PE: Creative Gymnastics – Year 4	Real PE: Applying physical skills Striking and Fielding – Rounders Year 5	Real PE: Health and fitness Athletics – Year 4
Willow (Year 5/6)	Real PE: Cognitive Swimming	Real PE: Creative Invasion – Basketball Year 5	Real PE: Social Dance – Year 5	Real PE: Applying physical skills Target – Dodgeball Year 6	Real PE: Health and fitness Invasion – Football Year 6	Real PE: Personal Striking and Fielding – Cricket Year 6

WHOLE SCHOOL PROGRESSION PLANNING: PE

	Elm	Ash	Oak	Beech	Willow
Invasion	**Sending & receiving:** know to look at my partner before sending the ball. **Dribbling:** know that moving with a ball is called dribbling. **Space**: understand that being in a good space helps us to pass the ball. **Attacking**: know that being able to move away from a partner helps my team to pass me the ball. **Defending**: know that staying with a partner makes it more difficult for them to receive the ball. **Tactics**: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	**Sending & receiving:** know to control the ball before sending it. **Dribbling**: know that keeping my head up will help me to know where defenders are. **Space**: know that moving into space away from defenders helps me to pass and receive a ball. **Attacking**: know that when my team is in possession of the ball, I am an attacker and we can score. **Defending**: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. **Tactics**: understand and apply simple tactics for attack and defence. **Rules**: know how to score points and follow simple rules.	**Sending & receiving:** know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. **Dribbling**: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. **Space**: know that by spreading out as a team we move the defenders away from each other. **Attacking and defending:** know my role as an attacker and defender. **Tactics**: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. **Rules**: know the rules of the game and begin to apply them. **Sending & receiving:** know that cushioning a ball will help me to control it when receiving it. **Dribbling**: know that protecting the ball as I dribble will help me to maintain possession. **Space**: know that moving into space will help my team keep possession and score goals.	**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control. **Dribbling**: know that dribbling in different directions will help to lose a defender. **Space**: know that by moving to space even if not receiving the ball will create space for a teammate. **Tactics**: understand the need for tactics and identify when to use them in different situations. **Rules**: understand and apply rules in a variety of invasion games whilst playing and officiating.	**Sending & receiving:** know that not having a defender between myself and a ball carrier enables me to s&r with better control. **Dribbling**: know that dribbling in different directions will help to lose a defender. **Space**: know that by moving to space even if not receiving the ball will create space for a teammate. **Tactics**: understand the need for tactics and identify when to use them in different situations. **Rules**: understand and apply rules in a variety of invasion games whilst playing and officiating. **Sending & receiving:** understand and make quick decisions about when, how and who to pass to. **Dribbling**: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. **Space**: understand that transitioning quickly

			Attacking: recognise when to pass and when to shoot. **Defending**: know when to mark and when to attempt to win the ball. **Tactics**: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. **Rules**: know and understand the rules to be able to manage our own game.		between attack and defence will help my team to maintain or gain possession. **Tactics**: know how to create and apply a tactic for a specific situation or outcome. **Rules**: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.
Striking and Fielding		**Striking**: understand the role of a batter. Know that striking quickly will increase the power. **Fielding**: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. **Throwing**: know that stepping with opposite foot to throwing arm will help me to balance. **Catching**: know to use wide fingers and pull the ball in to my chest to help me to securely catch. **Tactics**: understand and apply simple tactics for attack (batting) and defence (fielding). **Rules**: know how to score points and follow simple rules.	**Striking**: know that striking to space away from fielders will help me to score. **Fielding**: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. **Throwing**: know that overarm throwing is used for long distances and underarm throwing for shorter distances. **Catching**: know to move my feet to the ball. **Tactics**: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. **Rules**: know the rules of the game and begin to apply them.	**Striking**: understand that stance is important to allow me to be balanced as I hit. **Fielding**: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. **Throwing**: understand where to throw the ball in relation to where a batter is. **Catching**: understand when to use a close catch technique or deep catch technique. **Tactics**: understand the need for tactics and identify when to use them in different situations. **Rules**: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	**Striking**: understand that the momentum and power for striking a ball comes from legs as well as arms. **Fielding**: know which fielding action to apply for the situation. **Throwing and catching**: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. **Tactics**: understand and apply some tactics in the game as a batter, bowler and fielder. **Rules**: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

Target		**Throwing**: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. **Tactics**: know that tactics can help us when playing games. **Rules**: know that rules help us to play fairly.	**Throwing**: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. **Catching** (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. **Striking**: know that using a smooth action will help to increase accuracy. **Tactics**: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. **Rules**: know and understand the rules to be able to manage our own game.		**Throwing**: know who to throw at and when to throw in order to get opponents out. **Catching** (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. **Striking**: know which skill to select for the situation. **Tactics**: know how to create and apply a tactic for a specific situation or outcome. **Rules**: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.
Net and Wall			**Shots**: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. **Rallying**: know that hitting towards my partner will help them to return the ball easier and keep the rally going. **Footwork**: know that moving to the middle of my court will enable me to cover the most space. **Tactics**: know that using simple tactics will help to achieve an outcome e.g. if we	**Shots**: know which skill to choose for the situation e.g. a volley if the ball is close to the net. **Serving**: know that serving is how to start a game or rally and use the rules applied to the activity for serving. **Rallying**: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. **Footwork**: know that using small, quick steps will allow	

			spread out, we can cover more space. **Rules**: know the rules of the game and begin to apply them.	me to adjust my stance to play a shot. **Tactics**: understand the need for tactics and identify when to use them in different situations. **Rules**: understand and apply rules in a variety of net and wall games whilst playing and officiating.	
Athletics		**Running**: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. **Jumping**: know that swinging my arms forwards will help me to jump further. **Throwing**: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. **Rules**: know how to follow simple rules when working with others.		**Running**: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. **Jumping**: understand that transferring weight will help me to jump further. **Throwing**: understand that transferring weight will help me to throw further. **Rules**: know and understand the rules to be able to manage our own events.	
Gymnastics		**Shapes**: understand that I can improve my shapes by extending parts of my body. **Balances**: know that balances should be held for 5 seconds. **Rolls**: know that I can use different shapes to roll. **Jumps**: know that landing on the balls of my feet		**Shapes**: understand how shapes can be used to improve my sequence. **Inverted movements**: know that inverted movements are actions in which my hips go above my head. **Balances**: know how to keep myself and others safe when performing partner balances.	

		helps me to land with control. **Strategy**: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.		**Rolls**: understand that I can keep the shape of my roll using body tension. **Jumps**: know that I can control my landing by landing toes first, looking forwards and bending my knees. **Strategy**: know that if I use different directions it will help to make my sequence look interesting.	
Dance	**Actions**: understand that I can move my body in different ways to create interesting actions. **Dynamics**: understand that I can change my action to show an idea. **Space**: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. **Strategy**: know that if I use lots of space, it helps to make my dance look interesting.	**Actions**: know that sequencing actions in a particular order will help me to tell the story of my dance. **Dynamics**: understand that I can change the way I perform actions to show an idea. **Space**: know that I can use different directions, pathways and levels in my dance. **Relationships**: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. **Strategy**: know that if I practice my dance my performance will improve.	**Actions**: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. **Dynamics**: understand that all actions can be performed differently to help to show effect. **Space**: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. **Performance**: understand that I can use timing techniques such as canon and unison to create effect. **Strategy**: know that if I show sensitivity to the music, my performance will look more complete.		**Actions**: understand that different dance styles utilise selected actions to develop sequences in a specific style. **Dynamics**: understand that different dance styles utilise selected dynamics to express mood. **Space**: understand that space relates to where my body moves both on the floor and in the air. **Relationships**: understand that different dance styles utilise selected relationships to express mood. **Performance**: understand what makes a performance effective and know how to apply these principles to my own and others' work. **Strategy**: know that if I use dance principles it will help me to express an atmosphere or mood.

Outdoor and Adventurous Activity				**Problem solving:** recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. **Communication**: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. **Reflection**: reflect on when I am successful at solving challenges and alter my methods in order to improve. **Rules**: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.	