

Fladbury CE VA First School Curriculum Statement - PE




At Fladbury, our PE curriculum inspires our children to be physically active, develop skills in a range of sports, and lead healthy lives. Children will understand the positive effects of exercise on both their minds and bodies, leading to happy and healthy hearts. Through high quality teaching, children will develop open minds, by learning the skills they need to participate in competitive sport, working effectively as a team and embedding values such as fairness, respect and good sportsmanship. By building on fundamental skills, children are exposed to a broad range of sports and activities which will inspire a love of exercise and active lifestyles, enabling to them to have a bright future.

“Happy Hearts, Open Minds, Bright Futures.”

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.” John F. Kennedy

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom indoors and the classroom outdoors?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Variety of warm ups/ cool downs – children to develop their knowledge of why this is important and how their bodies start to change. • Review most recent learning in PE • Demonstration of skills including key teaching steps and key vocabulary. • Explain key vocabulary and the meaning to children. • Explore using different equipment to perform the skill. • Provide opportunities for the children to work interactively. • Provide opportunities for children to critically review their own work and that of others. 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the skills and techniques needed to complete activities at an age appropriate level. • A secure understanding of the key techniques and methods for each key area of the physical education curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing and identifying their own strengths and areas for development.

<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as athletes. • Ensure an appropriate progression of skills is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling athletes and extend more competent athletes • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Promote a healthy lifestyle within the classroom. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in the development of their skills. • Have iPads available to record and review skills and performances. 	<p>Displays around school will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of skills. • Developed and final pieces of work which showcase the skills learned. • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of development. • Opportunities where children have applied the skills learnt within competitive competitions.
<p>The class teacher will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct equipment. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work because they know how to be successful. • Safe and happy in P.E lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Able to talk about how to perform a variety of skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through assemblies. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive by utilising the Primary Sports Grant effectively. • Recognising competent athletes and encouraging them to pursue out of school sports.

Happy Hearts	Open Minds	Bright Futures
		
<p>Children at Fladbury First School will be inspired to lead healthy lifestyles and have regular opportunities to engage in a variety of sports and activities. This ensures that they build the stamina needed to be physically active for sustained periods of time. Children will understand the positive effects of exercise on both their minds and bodies, leading to happy and healthy hearts.</p>	<p>Through high quality teaching, children will develop open minds, by learning the skills they need to participate in competitive sport. They will work effectively as a team, develop competence to excel in a broad range of physical activities, and embed values such as fairness, respect and good sportsmanship.</p> <p>Through our OAA and Bikeability programmes, children will be encouraged to partake, with an open mind, in a variety of outdoor and adventurous activities that will give them the opportunity to take risks, build resilience and solve problems.</p>	<p>By building on the fundamental skills of agility, balance and coordination, children improve their physical strength and fitness in order for them to have a bright and healthy future.</p> <p>Children are exposed to a broad range of sports and activities which will inspire a love of exercise and active lifestyles, enabling to them find activities that will engender lifelong participation.</p> <p>Through engagement in competitive sport, children will develop lifelong skills such as: tactical thinking, leadership, teamwork and commitment.</p>

Age Related Statutory Coverage

EYFS	KS1	KS2
<p>DM</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>ELG</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS / Year 1	Fundamental Movement Skills	Handball	Gymnastics	Dance	Swimming	Swimming
					Bell boating/Athletics	Bell boating/Athletics
Ash	Swimming	Swimming	Football	OAA	Bell boating/Athletics	Bell boating/Athletics
	Gymnastics	Cricket	Dance	Gymnastics		
Oak	Invasion Games Skills	Cricket	Tag Rugby	Football	Bell boating/Athletics	Bell boating/Athletics
	Gymnastics	Dance	Swimming	Swimming		

		Key Stage One		Lower Key Stage Two	
Knowledge		To understand the techniques of how to throw and catch a ball.	To think about simple tactics for attacking and defending. To reflect on and develop skills. To be able to understand why we have rules during a game. To understand the roles of an attacker and defender.	To understand the basic rules of games. To identify when they are successful and the next steps in their learning. To understand how to use equipment safely.	To identify the sporting spirit values and give examples of when they could demonstrate them during a game.
	Skills Progression - Games	<p>Year One: Basic skills: I can explore and use skills, actions and ideas individually and in combinations to suit the game being played.</p> <p>I can throw a ball accurately to a target.</p> <p>I can explore throwing and catching in different ways including over arm and underarm.</p> <p>I can hit a ball with control using an appropriate object.</p> <p>I can explore kicking in different ways with increasing control.</p> <p>I can throw underarm. I can throw over arm.</p> <p>Extension: I can throw & catch with both hands. I can throw in different ways.</p>	<p>Year Two: Basic skills: I can use basic movements such as co- ordination and agility in team games.</p> <p>I can catch and control a ball</p> <p>I can begin to intercept a moving ball</p> <p>I can decide where to stand during a team game to support the game.</p> <p>I can hit a ball with control using an appropriate object. I can develop my hand eye co- ordination to be able to send and receive balls using equipment.</p> <p>Extension: I can develop simple tactics to attacking and defending.</p>	<p>Year Three: Basic skills: I can throw and catch with control.</p> <p>I can move a ball towards a goal with increasing control.</p> <p>I can understand their role as an attacker and defender.</p> <p>I can move into a space to support my team.</p> <p>I can use overarm and under arm throwing and catching skills with some accuracy. I can begin to strike a ball after a bounce.</p> <p>I can bowl a ball towards a target.</p> <p>Extension: I can choose a tactic for attacking and defending.</p>	<p>Year Four: Basic skills: I can pass, receive and shoot the ball with increasing control.</p> <p>I can defend against another player and know how to gain possession.</p> <p>I can use overarm throwing and catching skills with increasing accuracy.</p> <p>I can strike a ball after a bounce.</p> <p>Extension: I can use simple tactics to help a team score or gain possession.</p>

Vocabulary	co-ordination defence tactics underarm overarm release agility attack	Opposition Control Possession
-------------------	--	-------------------------------------

	Key Stage One		Lower Key Stage Two	
Knowledge	To understand that we need to use our core strength to balance effectively.	To understand that we can link different movements together to create a sequence.	To understand how to safely use apparatus. To develop ways to mount and dismount apparatus.	To be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.

Skills Progression - Gymnastics	<p>Year One: Basic skills: I can perform the following actions – pencil, tuck, star, pike, dish and arch.</p> <p>I can move confidently and safely using a change or speed and direction. I can perform a movement phrase using a range of body actions and body parts. I can explore making my body tense, relaxed, stretched and curled. I can control my body when balancing. I can roll in a variety of ways. I can copy sequences and repeat them.</p> <p>I can say what I liked about a performance.</p> <p>Extension: I can balance in different ways.</p>	<p>Year Two: Basic skills: I can work on my own and with a partner.</p> <p>I can create and remember simple repeating movements which include creating different shapes with my body and controlled balances.</p> <p>I can work with a partner sharing ideas and creating a simple sequence.</p> <p>I can say what I liked about a performance and suggest a way to improve it.</p> <p>Extension: I can perform a sequence of movements with control and precision.</p>	<p>Year Three: Basic skills: I can link actions together to create sequences of movement.</p> <p>I can use a greater number of my own ideas for movements.</p> <p>I can choose and plan a sequence of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I can suggest changes and use feedback to improve a sequence</p> <p>Extension: I can develop my flexibility and strength.</p>	<p>Year Four: Basic skills: I can safely perform balances individually and with a partner.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can watch, describe and suggest improvements to a performance.</p> <p>I can suggest changes and use feedback to improve a sequence</p> <p>Extension: I can use a combination of techniques within a sequence.</p>
	Vocabulary	Sequence Repeat Patterns Control Perform		Criteria Evaluate Combination Control

		Key Stage One		Lower Key Stage Two	
Knowledge		To be able to link movements to music.	To be able to change their bodies to respond to music i.e speed and direction.	To understand that a performance has a beginning, middle and end.	To understand that we can use movements to represent an idea.
	Skills Progression - Dance	<p>Year One: Basic skills: I can explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>I can move confidently and safely around the space.</p> <p>I can change my speed and direction with control.</p> <p>I can perform movement phrases using a range of body actions.</p> <p>Extension: I can make up a short dance.</p>	<p>Year Two: Basic skills: I can dance with control and co-ordination.</p> <p>I can use dance to show a mood or a feeling.</p> <p>I can show a change of rhythm, speed, level and direction.</p> <p>I can compose and perform a short dance.</p> <p>Extension: I can make a sequence by linking sections together.</p>	<p>Year Three: Basic skills: I can use dance to communicate an idea.</p> <p>I can share and create phases with a partner and small group.</p> <p>I can adapt and refine actions, dynamics and relationships in a dance.</p> <p>I can create dance phrases with a partner and in a small group using canon and unison.</p> <p>I can repeat, remember and perform these phrases in a dance.</p> <p>I can use counts to keep in time with a group and the music.</p> <p>Extension: I can repeat, remember and perform phrases</p>	<p>Year Four: Basic skills: I can respond imaginatively to a range of stimuli related to character and narrative.</p> <p>I can use simple motifs and movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I can use formation, canon and unison to develop a dance.</p> <p>I can refine, repeat and remember dance phrases and dances.</p> <p>I can perform dances clearly and fluently.</p> <p>I can describe, interpret and evaluate dance, using appropriate language</p> <p>Extension: I can compose my own dances in a creative way.</p>

Vocabulary	Sequence. Repeat Perform Patterns Movement phrase	Choreograph Unison Repetition Partner Structure
-------------------	---	---

	Key Stage One		Lower Key Stage Two	
Knowledge	To understand that we can change the speed that our bodies move.	To understand the correct starting and finishing positions needed to jump accurately.	To understand the correct starting/finishing positions needed to run a relay.	To understand how to transition between different techniques when running, jumping and catching.
Skills Progression – Athletics	<p>Year One Basic skills: I can begin to perform the following skills with accuracy and velocity:</p> <ul style="list-style-type: none"> - Explore and throw a variety of objects with one hand. - Jump from a stationary position with control. - Change speed and direction whilst running. <p>Extension: I can remember, repeat and link combinations of actions.</p>	<p>Year Two: Basic skills: I can perform the following skills with accuracy and velocity:</p> <ul style="list-style-type: none"> - Explore and throw a variety of objects with one hand. - Jump from a stationary position with control. - Change speed and direction whilst running. <p>Extension: I can use these techniques in a range of activities.</p>	<p>Year Three: Basic skills: I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can use different take off and landings when jumping.</p> <p>I can jump for distance and height.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can record my distances, numbers and times</p> <p>Extension: I can take part in a relay, remembering when to run and what to do</p>	<p>Year Four: Basic skills: I can run, jump and catch in isolation and in combination.</p> <p>I can demonstrate the difference between sprinting and running over varying distances.</p> <p>I can demonstrate different throwing techniques.</p> <p>I can jump for distance and height with control and balance.</p> <p>I can throw with some accuracy and power into a target area.</p>

Vocabulary	Speed Direction	Team work Relay	Combination Transition
-------------------	--------------------	-----------------	---------------------------

	Key Stage One		Lower Key Stage Two	
Skills Progression - Swimming	<u>Water skills 1</u> <ol style="list-style-type: none"> 1. Enter shallow water from the poolside in a safe manner. Assistance may be provided via the steps or from the poolside. 2. Move across the pool with the water surface no lower than shoulder level. 3. Submerge the face in the water and blow bubbles for three seconds. 4. Push and glide from the poolside or bottom on the front and change to a resting or standing position. 5. Push and glide from the poolside or bottom on the back and change to a resting or standing position. 6. Travel on the back a minimum distance of 5 metres. 7. Travel on the front a minimum distance of 5 metres. 	<u>Water Skills 2</u> <ol style="list-style-type: none"> 1. Enter shallow water unaided from a standing or sitting position without the use of steps. 2. Submerge the head completely and blow out under water for a minimum of three seconds. 3. Hold a tucked floating position for a minimum of five seconds (this may be on the front or back with the face submerged or kept out of the water). 4. Swim one width on the front using a crawl-type front paddle propulsive action. 5. Swim one width on the back using a crawl-type leg action. 6. Swim one width on the front or back using breaststroke type action. 7. Swim one width full stroke on the front or the back with arm recovery over the water. 	<u>Water Skills 3</u> <ol style="list-style-type: none"> 1. Jump into water of at least full reach depth.* 2. Swim four widths without a pause using any stroke or strokes. 3. Submerge in shallow water and retrieve an object from the pool bottom using both hands. 4. Tread water out of standing depth using arms and/or legs for 20 seconds. 5. Swim two widths on the front demonstrating good technique. 6. Swim two widths on the back demonstrating good technique. 7. Swim a minimum of 10 metres showing three changes of direction without touching the side or bottom of the pool. 8. Scull head first for 5 metres. 	<u>Water Skills 4</u> <ol style="list-style-type: none"> 1. Jump into water of at least full reach depth* and swim 25 metres without touching the side or bottom of the pool. 2. Surface dive in water of at least full reach depth* demonstrating good technique. 3. Perform a forward somersault using a push and glide if necessary. 4. Swim breaststroke or front crawl for 25 metres showing good technique. 5. Swim backstroke for 25 metres showing good technique. 6. Scull head first for 5 metres and return sculling feet first. 7. Swim a minimum of 5 metres using a dolphin leg action. 8. Swim two widths of any stroke including a 'correct' turn

	8. Rotate from the back to the front position and change to a resting or standing position. 9. Propel a floating object (e.g. a ball) for 3 metres by any method. 10. Demonstrate a flat or upright stationary floating position for 10 seconds	8. Demonstrate a flat upright or upright floating position for 20 seconds. 9. Demonstrate a 360 degrees turn or roll – from a flat or upright position without making contact with the pool bottom. 10. Swim two widths without pausing using any stroke or strokes.	9. Swim through a hoop submerged in water of shoulder depth. 10. Swim continuously for one minute using two different strokes and with good style.	complying with Swim England expected standards. 9. Enter water of at least full reach depth* and tread water for 20 seconds followed by a 25 metres swim. 10. Swim 5 metres underwater.
Vocabulary	Push and glide Rotate Floating Front crawl Backstroke Breaststroke		Tread water Surface dive Somersault Scull Butterfly kick	

	EYFS	Key Stage One	Lower Key Stage Two
Knowledge			To understand how to plan and apply strategies to problem solve. I can accurately follow and give instructions. I can work effectively with a partner and in a small group. I can identify key symbols on a map and use a key to help me navigate. I can reflect on when and how I was successful in order to improve.

Skills Progression		
Vocabulary		Problem solving Teamwork Navigation Map