

# PE at St Mary's:

<u>Intent</u>

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of a dynamic and creative intellectual activity - JFK

PE develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. PE promotes St May's drivers – Community, Whole Child and Community as well as physical skilfulness, physical development and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy life styles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong love of moving.

#### **Implementation**

Physical Education is taught by the class teacher, the PE lead and sports coach as this is a sustainable approach brought about through the Sports Premium funding

Years 1 – 6 receive two hours of PE a week. The subject leader provides details of the programme of activities to be covered during each term. The school follows the New Curriculum 2014 and Chris Quigley milestones. It also considers the schemes of work provided by QCA and in particular seeks to ensure that pupils are able to carry out the activities described in the relevant core tasks. We offer half an hour of swimming per week for 1 term in each year for years 3 4 and 5 swimming at Crown Pools Street. Year 3 will attend in the Summer Term due to PE funding since 2017/2018. There is a balance between indoor and outdoor lessons as indicated below

- Games
- Gymnastics
- Dance
- Athletics
- Swimming
- OAA Year 5 and 6 Residential and non-residential trips



A programme for professional training and development is planned annually, in consultation with the school sports partnership (Northgate/Copleston) and staff needs through Alison Furlong – SGO

There is also a high uptake at Sports Clubs offered before and after school as well as Challenge 5 through the Play Leader scheme at lunchtimes. With obesity becoming an increasing issue in young children and a focus on well-being, the ethos of the joys of moving are promoted at St Mary's.

#### Impact

The impact reflects what we have achieved from our intent and we can see it by the vast array of activities and opportunities below which sees the three drivers 'Community, Whole Child and Communication' in full use.

Pupils have the opportunity to be involved in competition outside of PE lessons with local schools through IPSSA and SGO. St Mary's children have a sense of fun and focus when taking part in physical activity whether it is gym, dance or school sports. Although importance is put on being prepared and skilled to take part in local events, the main focus is on the fun and self-worth that goes with this. We have increased opportunities to participate in competitive sports in Years 1 to 4 with football, handball, dodgeball and tag rugby being offered in clubs, lessons and with other schools. There is high pupil participation in school clubs and at local clubs and therefore improved levels of fitness and skills. The school has achieved a Gold Award for high levels of participation in local events. During break time and lunchtimes children are very active and enjoy organising their own team games or individual challenges and fun. We hope that we inspire a lifelong love of moving.

#### Threshold Concepts for PE:

**Develop practical skills in order to participate, compete and lead a healthy lifestyle.** This concept involves learning a range of physical movements and sporting techniques.



#### PE vocabulary linked to 400-word project

| Milestone 1 Year 1 and 2 | travel, stillness, direction, space, levels, speed, striking, catching, team, pass, control, shoot, |
|--------------------------|---|
|                          | shape, jump, travel, stretch, roll, wide, narrow, forwards, backwards, sideways                     |
| Milestone 2 Year 3 and 4 | space, repetition, action and reaction, pattern, possession, goals, score, rules, tactics, batting, |
|                          | fielding, attacking, defending, spring, copy, balance, hang, strength, reflect, technique           |
| Milestone 3 Year 5 and 6 | style, technique, rhythm, variation, unison, canon, marking, team play, bowler, crease, wicket      |
|                          | keeper, back stop, marking, well-being, self-awareness, pride, symmetrical, asymmetrical,           |
|                          | performance, evaluation, muscles, joints  |

Subject specific vocabulary is taught using the follow strategy:

- Define it
- Capture the essence
- Apply it



#### PE Lenses

The objectives which must be covered during each topic are listed on the topic map for each year group.

|         |                       | Autumn 2               | Spring 1               | Spring 2              | Summer 1                | Summer 2              |
|---------|-----------------------|------------------------|------------------------|-----------------------|-------------------------|-----------------------|
| Recepti | Ball Skills and motor | Dance and co-          | Ball Skills and motor  | Gymnastics            | Games                   | Games                 |
| on      | skills                | ordination             | skills                 |                       |                         |                       |
|         |                       |                        |                        |                       |                         |                       |
|         |                       | 5                      | Revise and refine the  | Confidently and       | Know and talk about     | Know and talk about   |
|         |                       | 5                      | fundamental            | safety use a range of | the different factors   | the different factors |
|         | •                     | 0                      | movement skills they   | large and small       | that support their      | that support their    |
|         | have already          | developing control and | have already acquired: | apparatus indoors     | overall health and      | overall health and    |
|         | •                     | grace.                 | Rolling                | and outside, alone    | wellbeing.              | wellbeing.            |
|         | Rolling               |                        | •                      | and in a group.       |                         |                       |
|         | 5                     |                        | Walking                |                       | Develop overall body    |                       |
|         | 5                     |                        | Jumping                |                       | strength, balance, co-  |                       |
|         |                       | and fluency.           | Running                | strength, balance,    | ordination and agility. |                       |
|         | Running               |                        |                        | co-ordination and     |                         | ordination and        |
|         | - TT - U              |                        |                        | agility.              |                         | agility.              |
|         |                       | the different factors  | Climbing               |                       | Develop the overall     |                       |
|         |                       | that support their     |                        |                       | body strength, co-      |                       |
|         |                       |                        | Develop the overall    | Combine different     | ordination, balance     | Develop the overall   |
|         | •                     |                        | , ,                    | movements with        | and agility needed to   | body strength, co-    |
|         | body strength, co-    |                        |                        | ease and fluency.     | engage successfully     | ordination, balance   |
|         | ordination, balance   |                        | and agility needed to  |                       | with future physical    | and agility needed    |
|         | •                     |                        | engage successfully    | Progress towards a    | education sessions      | to engage             |
|         |                       | <b>G</b> .             | 1 3                    | more fluent style of  | and other physical      | successfully with     |
|         |                       | 5,                     | education sessions     | moving, with          | disciplines including   | future physical       |
|         | education sessions    |                        |                        | developing control    | , 0,                    | education sessions    |
|         | and other physical    |                        |                        | and grace.            | sport and swimming.     | and other physical    |
|         | disciplines including |                        | dances, gymnastics,    |                       |                         | disciplines including |
|         | dances, gymnastics,   |                        | sport and swimming.    |                       | Further develop and     | dances, gymnastics,   |
|         | sport and swimming.   |                        |                        |                       | refine a range of ball  |                       |



|        | Further develop and<br>refine a range of ball<br>skills including:<br>throwing, catching,<br>kicking, passing,<br>batting, and aiming.<br>Develop confidence,<br>competence, precision<br>and accuracy when<br>engaging in activities<br>that involve a ball.<br>Develop overall body<br>strength, balance, co-<br>ordination and agility. |  | Further develop and<br>refine a range of ball<br>skills including:<br>throwing, catching,<br>kicking, passing,<br>batting, and aiming.<br>Develop confidence,<br>competence, precision<br>and accuracy when<br>engaging in activities<br>that involve a ball.<br>Develop overall body<br>strength, balance, co-<br>ordination and agility.<br>Know and talk about |   | skills including:<br>throwing, catching,<br>kicking, passing,<br>batting, and aiming.<br>Develop confidence,<br>competence,<br>precision and<br>accuracy when<br>engaging in activities<br>that involve a ball.<br>Develop overall body<br>strength, balance, co-<br>ordination and agility. | accuracy when   |
|--------|--|--|---|---|--|---|
|        | Know and talk about<br>the different factors<br>that support their<br>overall health and<br>wellbeing.   |  | the different factors<br>that support their<br>overall health and<br>wellbeing.   |   |  | body strength,<br>balance, co-<br>ordination and<br>agility.  |
| /ear 1 | Games  | Gym  | Dance   | Games   | Dance  | Games   |
|        |  | <ul> <li>Copy and remember actions.</li> </ul> | <ul> <li>Copy and remember<br/>moves and positions.</li> </ul>  | <ul> <li>Use the terms<br/>'opponent' and<br/>'team-mate'.</li> <li>Use rolling, hitting,<br/>running,<br/>jumping, catching</li> </ul> | <ul> <li>Copy and<br/>remember moves<br/>and positions.</li> </ul>   | <ul> <li>Use the terms<br/>'opponent' and<br/>'team-mate'.</li> <li>Use rolling, hitting,<br/>running,</li> </ul> |

86





| ľ                                     | I                | <ul> <li>Move with some<br/>control and awareness</li> </ul> | <ul> <li>Move with careful<br/>control</li> </ul> | and kicking skills in combination.                 |                                      | jumping, catching<br>and kicking skills in |
|---------------------------------------|------------------|--|---|--|--------------------------------------|--|
| e                                     | Lead others when | of space.  | and coordination.                                 |  | and coordination.                    | combination.                               |
| a a a a a a a a a a a a a a a a a a a | appropriate.     |  |   | <ul> <li>Develop tactics.</li> </ul>               |                                      |  |
|                                       |                  | <ul> <li>Link two or more</li> </ul>                         |   |  | <ul> <li>Link two or more</li> </ul> | <ul> <li>Develop tactics.</li> </ul>       |
|                                       |                  | actions to make  |   | <ul> <li>Lead others when</li> </ul>               | actions to perform                   |  |
|                                       |                  | a sequence.  |   | appropriate.                                       | -                                    | • Lead others when appropriate.            |
|                                       |                  | <ul> <li>Show contrasts (such</li> </ul>                     |   | Gym  | Choose movements                     | appropriate.                               |
|                                       |                  |  | Games   | Cym  | to communicate                       |  |
|                                       |                  | small/tall, straight/curve                                   |   | • Copy and   | a mood, feeling or                   |  |
|                                       |                  | d and wide/narrow).  | 'opponent' and 'team-<br>mate'.                   | remember actions.                                  | idea.                                |  |
|                                       |                  | <ul> <li>Travel by rolling</li> </ul>                        | mate .  |  |                                      |  |
|                                       |                  | forwards, backwards  | <ul> <li>Use rolling, hitting,</li> </ul>         | <ul> <li>Move with some<br/>control and</li> </ul> |                                      |  |
|                                       |                  |  | running,  | awareness of space.                                |                                      |  |
|                                       |                  |  | jumping, catching and                             | awareness of space.                                |                                      |  |
|                                       |                  |  | kicking skills in                                 | Link two or more                                   |                                      |  |
|                                       |                  |  | combination.                                      | actions to make                                    |                                      |  |
|                                       |                  | different points of the                                      |   | a sequence.  |                                      |  |
|                                       |                  | body.  | <ul> <li>Develop tactics.</li> </ul>              |  | Games                                |  |
|                                       |                  | •  |   | Show contrasts                                     |                                      |  |
|                                       |                  | <ul> <li>Climb safely on</li> </ul>                          | <ul> <li>Lead others when</li> </ul>              | (such as   |                                      |  |
|                                       |                  | equipment.   | appropriate.                                      | small/tall, straight/cur                           | <ul> <li>Use the terms</li> </ul>    |  |
|                                       |                  |  |   | ved and  | opponent' and 'team-                 |  |
|                                       |                  | <ul> <li>Stretch and curl to</li> </ul>                      |   | wide/narrow).                                      | mate'.                               |  |
|                                       |                  | develop flexibility.   |   |  |                                      |  |
|                                       |                  |  |   | <ul> <li>Travel by rolling</li> </ul>              | • Use rolling, hitting,              |  |
|                                       |                  | <ul> <li>Jump in a variety of</li> </ul>                     |   | forwards, backwards                                | running,                             |  |
|                                       |                  | ways and land  |   | and sideways.                                      | jumping, catching                    |  |
|                                       |                  | with increasing control                                      |   | -  | and kicking skills in                |  |
|                                       |                  | and balance.   |   | <ul> <li>Hold a position</li> </ul>                | combination.                         |  |
|                                       |                  |  |   | whilst balancing on                                |                                      |  |





|                     |   | Games  |   |  | <ul> <li>Develop tactics.</li> </ul>  |   |
|---------------------|---|--|---|--|---|---|
|                     |   | • Use rolling, hitting,<br>running,<br>jumping, catching and<br>kicking skills in<br>combination.  |   |  | • Lead others when appropriate.   |   |
|                     |   | <ul> <li>Develop tactics.</li> </ul>   |   |  |   |   |
|                     |   | <ul> <li>Lead others when<br/>appropriate.</li> </ul>  |   |  |   |   |
| <mark>Year 2</mark> | Games   |  | Dance   | Games  | Games   | Athletics   |
|                     | <ul> <li>Use the terms<br/>'opponent' and 'team-<br/>mate'.</li> <li>Use rolling, hitting,<br/>running,<br/>jumping, catching and<br/>kicking skills in<br/>combination.</li> <li>Develop tactics.</li> </ul> | <ul> <li>Copy and remember<br/>actions.</li> <li>Move with some<br/>control and awareness<br/>of space.</li> <li>Link two or more<br/>actions to make<br/>a sequence.</li> </ul> | <ul> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements</li> </ul> | <ul> <li>Use the terms<br/>'opponent' and<br/>'team-mate'.</li> <li>Use rolling, hitting,<br/>running,<br/>jumping, catching<br/>and kicking skills in<br/>combination.</li> <li>Develop tactics.</li> </ul> | <ul> <li>Use the terms<br/>'opponent' and 'team-<br/>mate'.</li> <li>Use rolling, hitting,<br/>running,<br/>jumping, catching<br/>and kicking skills in<br/>combination.</li> <li>Develop tactics.</li> </ul> | <ul> <li>Sprint over a short distance up to 60 metres.</li> <li>Run over a short distance and over hurdles</li> <li>Use a range of throwing techniques (such as under arm,</li> </ul> |
|                     | • Lead others when appropriate.   | small/tall, straight/curve<br>d and wide/narrow).  | a mood, feeling or<br>idea.<br><b>Games</b>   | • Lead others when appropriate.<br>Gym   | <ul> <li>Lead others when<br/>appropriate.</li> </ul>   | over arm).<br>• Throw with<br>accuracy to hit a   |



| • Travel by rolling                       |   |   |                                       | target or cover a                    |
|---|---|---|---------------------------------------|--------------------------------------|
| forwards, backwards                       | <ul> <li>Use the terms</li> </ul>         | <ul> <li>Copy and</li> </ul>            | oopy and                              | distance.                            |
| and sideways.                             | opponent' and 'team-                      | remember actions.                       | remember moves                        |                                      |
|   | mate'.                                    |   |                                       | <ul> <li>Jump in a number</li> </ul> |
| <ul> <li>Hold a position whils</li> </ul> | t   | <ul> <li>Move with some</li> </ul>      |                                       | of ways, using a run                 |
| balancing on                              | <ul> <li>Use rolling, hitting,</li> </ul> | control and                             | <ul> <li>Move with careful</li> </ul> | up where                             |
| different points of the                   | running,                                  | awareness of space.                     | control                               | appropriate.                         |
| body.                                     | jumping, catching and                     |   | and coordination.                     |                                      |
|   | kicking skills in                         | Link two or more                        |                                       | <ul> <li>Compete with</li> </ul>     |
| <ul> <li>Climb safely on</li> </ul>       | combination.                              | actions to make                         | <ul> <li>Link two or more</li> </ul>  | others and aim to                    |
| equipment.                                |   | a sequence.                             | actions to perform                    | improve personal                     |
|   | <ul> <li>Develop tactics.</li> </ul>      | •                                       |                                       | best performances.                   |
| <ul> <li>Stretch and curl to</li> </ul>   |   | <ul> <li>Show contrasts</li> </ul>      | •                                     |                                      |
| develop flexibility.                      | <ul> <li>Lead others when</li> </ul>      | (such as                                | Choose movements                      |                                      |
|   | appropriate.                              | small/tall, straight/cur                | to communicate                        |                                      |
| • Jump in a variety of                    |   | · · ·                                   | a mood, feeling or                    |                                      |
| ways and land                             |   |   | idea.                                 |                                      |
| with increasing contro                    |   | ,                                       |                                       |                                      |
| and balance                               |   | <ul> <li>Travel by rolling</li> </ul>   |                                       |                                      |
|   |   | forwards, backwards                     |                                       |                                      |
| Games                                     |   | and sideways.                           |                                       |                                      |
|   |   |   |                                       |                                      |
| Use the terms                             |   | <ul> <li>Hold a position</li> </ul>     |                                       |                                      |
| 'opponent' and 'team-                     |   | whilst balancing on                     |                                       |                                      |
| mate'.                                    |   | different points of the                 |                                       |                                      |
|   |   | body.                                   |                                       |                                      |
| <ul> <li>Use rolling, hitting,</li> </ul> |   |   |                                       |                                      |
| running,                                  |   | <ul> <li>Climb safely on</li> </ul>     |                                       |                                      |
| jumping, catching and                     |   | equipment.                              |                                       |                                      |
| kicking skills in                         |   |   |                                       |                                      |
| combination.                              |   | <ul> <li>Stretch and curl to</li> </ul> |                                       |                                      |
|   |   | develop flexibility.                    |                                       |                                      |
|   |   |   |                                       |                                      |



|        |   | <ul> <li>Develop tactics.</li> </ul>        |  | <ul> <li>Jump in a variety of</li> </ul> |   |                                    |
|--------|---|---|--|--|---|------------------------------------|
|        |   |   |  | ways and land                            |   |                                    |
|        |   | <ul> <li>Lead others when</li> </ul>        |  | with increasing                          |   |                                    |
|        |   | appropriate.                                |  | control and balance                      |   |                                    |
| Year 3 | Games                                       | Games                                       | Games                                    | Games                                    | Games                                   | Athletics                          |
|        | <ul> <li>Throw and catch</li> </ul>         | • Throw and catch with                      | <ul> <li>Throw and catch with</li> </ul> |  | <ul> <li>Throw and catch</li> </ul>     | • Run over a longer                |
|        | with control and                            | control and accuracy.                       | control and accuracy.                    | <ul> <li>Throw and catch</li> </ul>      | with control and                        | distance,                          |
|        | accuracy.                                   |   |  | with control and                         | accuracy.                               | conserving                         |
|        | ·   | • Strike a ball and field                   | • Strike a ball and field                | accuracy.                                |   |                                    |
|        | <ul> <li>Strike a ball and field</li> </ul> | with control.                               | with control.                            |  | <ul> <li>Strike a ball and</li> </ul>   | energy in order to                 |
|        | with control.                               |   |  | <ul> <li>Strike a ball and</li> </ul>    |   | sustain                            |
|        |   | Choose appropriate                          | Choose appropriate                       | field with control.                      |   | performance.                       |
|        | Choose appropriate                          |   | tactics to                               |  | Choose appropriate                      |                                    |
|        |   | cause problems for the                      |  | <ul> <li>Choose appropriate</li> </ul>   |   | <ul> <li>Use a range of</li> </ul> |
|        |   |   | opposition.                              |  | cause problems for                      | throwing techniques                |
|        | the opposition.                             |   |  |  | the opposition.                         | (such as under arm,                |
|        |   | <ul> <li>Follow the rules of the</li> </ul> |  | the opposition.                          |   | over arm).                         |
|        | <ul> <li>Follow the rules of</li> </ul>     |   | the game and                             |  | <ul> <li>Follow the rules of</li> </ul> | ,                                  |
|        | the game and                                |   | play fairly.                             | <ul> <li>Follow the rules of</li> </ul>  | the game and                            | <ul> <li>Throw with</li> </ul>     |
|        | play fairly.                                | <ul> <li>Maintain possession</li> </ul>     |  | the game and                             | play fairly.                            | accuracy to hit a                  |
|        |   | of a ball (with, e.g. feet,                 | Maintain possession                      | play fairly.                             |   | target or cover a                  |
|        | Maintain possession                         |   | of a ball (with,                         |  | <ul> <li>Maintain possession</li> </ul> | distance.                          |
|        | of a ball (with,                            | •   | e.g. feet, a hockey                      | • Maintain                               | of a ball (with,                        |                                    |
|        | e.g. feet, a hockey                         |   | stick or hands).                         | possession of a ball                     | e.g. feet, a hockey                     | • Jump in a number                 |
|        | stick or hands).                            | <ul> <li>Pass to team mates</li> </ul>      |  | (with, e.g. feet, a                      | stick or hands).                        | of ways, using a run               |
|        |   | at appropriate times.                       | <ul> <li>Pass to team mates</li> </ul>   | hockey stick or                          |   | up where                           |
|        | <ul> <li>Pass to team mates</li> </ul>      |   | at appropriate times.                    | hands).                                  | <ul> <li>Pass to team mates</li> </ul>  | appropriate.                       |
|        | at appropriate times.                       | <ul> <li>Lead others and act</li> </ul>     |  |  | at appropriate times.                   |                                    |
|        |   |   | <ul> <li>Lead others and act</li> </ul>  | <ul> <li>Pass to team mates</li> </ul>   |   | <ul> <li>Compete with</li> </ul>   |
|        | <ul> <li>Lead others and act</li> </ul>     | •   | as a respectful                          | at appropriate times.                    | <ul> <li>Lead others and act</li> </ul> | others and aim to                  |
|        | as a respectful                             |   | team member.                             |  | as a respectful                         | improve personal                   |
|        | team member.                                | Dance                                       |  |  | team member.                            | best performances.                 |



| rep<br>• M<br>and<br>exp<br>• Re<br>into<br>• Cl<br>mo<br>con<br>• Cl<br>leve<br>a p<br>• De<br>stre<br>sup<br>by p | lan, perform and<br>beat sequences.<br>love in a clear, fluent<br>d<br>pressive manner.<br>efine movements<br>o sequences.<br>reate dances and<br>wements that<br>hvey a definite idea.<br>hange speed and<br>els within<br>berformance.<br>evelop physical<br>ength and<br>opleness<br>practising moves | <ul> <li>Plan, perform and repeat sequences.</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Refine movements into sequences.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> </ul> | team member.<br>OAA<br>• Arrive properly<br>equipped for outdoor<br>and adventurous<br>activity. | <ul> <li>Swim between 25<br/>and 50 metres<br/>unaided.</li> <li>Coordinate leg and<br/>arm movements.</li> <li>Swim at the surface<br/>and below the water.</li> </ul> |                   |
|---|--|--|--|---|-------------------|
| • De<br>stre<br>sup<br>by j   | evelop physical<br>ength and<br>opleness<br>practising moves<br>d stretching.  | ways, including<br>flight, by transferring<br>weight to generate<br>power in movements.<br>• Show a kinesthetic<br>sense in order<br>to improve the<br>placement and<br>alignment of body  | seek support if<br>required when the   |   | surface and below |



|        |   |   | over base and                             |  |   |   |
|--------|---|---|---|--|---|---|
|        |   |   | organise body parts to                    |  |   |   |
|        |   |   | create an interesting                     |  |   |   |
|        |   |   | body shape).                              |  |   |   |
| Year 4 | Games                                       | Games                                       | Gym                                       | Games                                  | Games                                   | Games                                   |
|        | <ul> <li>Throw and catch</li> </ul>         | • Throw and catch with                      | <ul> <li>Plan, perform and</li> </ul>     | <ul> <li>Throw and catch</li> </ul>    | <ul> <li>Throw and catch</li> </ul>     | <ul> <li>Throw and catch</li> </ul>     |
|        | with control and                            | control and accuracy.                       | repeat sequences.                         | with control and                       | with control and                        | with control and                        |
|        | accuracy.                                   |   |   | accuracy.                              | accuracy.                               | accuracy.                               |
|        |   | <ul> <li>Strike a ball and field</li> </ul> | • Move in a clear,                        |  |   |   |
|        | <ul> <li>Strike a ball and field</li> </ul> | with control.                               | fluent and                                | <ul> <li>Strike a ball and</li> </ul>  | <ul> <li>Strike a ball and</li> </ul>   | <ul> <li>Strike a ball and</li> </ul>   |
|        | with control.                               |   | expressive manner.                        | field with control.                    | field with control.                     | field with control.                     |
|        |   | Choose appropriate                          |   |  |   |   |
|        | <ul> <li>Choose appropriate</li> </ul>      | tactics to                                  | <ul> <li>Refine movements</li> </ul>      | <ul> <li>Choose appropriate</li> </ul> | Choose appropriate                      | <ul> <li>Choose</li> </ul>              |
|        |   | cause problems for the                      | into sequences.                           | tactics to                             |   | appropriate tactics                     |
|        | •   | opposition.                                 |   | cause problems for                     |   | to cause problems                       |
|        | the opposition.                             |   | <ul> <li>Show changes of</li> </ul>       | the opposition.                        | the opposition.                         | for the opposition.                     |
|        |   | <ul> <li>Follow the rules of the</li> </ul> | <i>i</i>                                  |  |   |   |
|        | <ul> <li>Follow the rules of</li> </ul>     | game and play fairly.                       | level during a                            |  | <ul> <li>Follow the rules of</li> </ul> | <ul> <li>Follow the rules of</li> </ul> |
|        | the game and                                |   | performance.                              | 0                                      |   | the game and                            |
|        | play fairly.                                | <ul> <li>Maintain possession</li> </ul>     |   | play fairly.                           | play fairly.                            | play fairly.                            |
|        |   | of a ball (with, e.g. feet,                 |   |  |   |   |
|        | Maintain possession                         |   | ways, including                           | Maintain                               | <ul> <li>Maintain possession</li> </ul> |   |
|        | of a ball (with,                            | hands).                                     | flight, by transferring                   | •                                      | ( )                                     | possession of a ball                    |
|        | e.g. feet, a hockey                         |   | weight to generate                        | (with, e.g. feet, a                    | e.g. feet, a hockey                     | (with, e.g. feet, a                     |
|        | stick or hands).                            | i dee te team matee                         | power in movements.                       | hockey stick or                        |   | hockey stick or                         |
|        |   | at appropriate times.                       |   | hands).                                |   | hands).                                 |
|        | Pass to team mates                          |   | <ul> <li>Show a kinesthetic</li> </ul>    |  | Pass to team mates                      | Design to the sure                      |
|        | at appropriate times.                       |   | sense in order                            | <ul> <li>Pass to team mates</li> </ul> |   | Pass to team                            |
|        |   | as a respectful                             | to improve the                            | at appropriate times.                  |   | mates at                                |
|        | • Lead others and act                       | team member.                                | placement and                             |  | • Lead others and act                   | appropriate times.                      |
|        | as a respectful                             | Danaa                                       | alignment of body parts (e.g. in balances |  | as a respectful                         |   |
|        | team member.                                | Dance                                       | parts (E.g. III balances                  | 1                                      | team member.                            |   |



|   |   | experiment to find out                  | <ul> <li>Lead others and act</li> </ul> |   | <ul> <li>Lead others and</li> </ul>     |
|---|---|---|---|---|---|
| OAA                                     |   | how to get the centre                   | as a respectful                         | Athletics                               | act as a respectful                     |
|   | <ul> <li>Plan, perform and</li> </ul>       | of gravity successfully                 | team member.                            |   | team member.                            |
| <ul> <li>Arrive properly</li> </ul>     | repeat sequences.                           | over base and                           |   | <ul> <li>Sprint over a short</li> </ul> |   |
| equipped for outdoor                    |   | organise body parts to                  | Swimming                                | distance up to 60                       | Athletics                               |
| and adventurous                         | <ul> <li>Move in a clear, fluent</li> </ul> | create an interesting                   |   | metres.                                 |   |
|   | and   | body shape).                            | <ul> <li>Swim between 25</li> </ul>     |   |   |
|   | expressive manner.                          |   | and 50 metres                           | <ul> <li>Run over a longer</li> </ul>   | <ul> <li>Sprint over a short</li> </ul> |
| <ul> <li>Understand the need</li> </ul> | •   | Swimming                                | unaided.                                | distance, conserving                    | distance up to 60                       |
| to                                      | <ul> <li>Refine movements</li> </ul>        |   |   | -                                       | metres.                                 |
| show accomplishment                     |   | Swim between 25                         | <ul> <li>Use more than one</li> </ul>   | energy in order to                      |   |
| in managing risks.                      |   | and 50 metres                           |   | sustain performance.                    | <ul> <li>Run over a longer</li> </ul>   |
|   | <ul> <li>Create dances and</li> </ul>       | unaided.                                | coordinate breathing                    |   | distance,                               |
| <ul> <li>Show an ability to</li> </ul>  | movements that                              |   | as appropriate for the                  | <ul> <li>Use a range of</li> </ul>      | conserving                              |
| both lead and form                      | convey a definite idea.                     | <ul> <li>Use more than one</li> </ul>   |   | throwing techniques                     |   |
| part of a team.                         |   | stroke and                              |   | (such as under arm,                     | energy in order to                      |
|   | <ul> <li>Change speed and</li> </ul>        | coordinate breathing                    | <ul> <li>Coordinate leg and</li> </ul>  | over arm).                              | sustain                                 |
| <ul> <li>Support others and</li> </ul>  | levels within                               | as appropriate for the                  | arm movements.                          |   | performance.                            |
|   | a performance.                              | stroke being used.                      |   | <ul> <li>Throw with</li> </ul>          |   |
| required when the                       |   |   | <ul> <li>Swim at the surface</li> </ul> | accuracy to hit a                       | <ul> <li>Use a range of</li> </ul>      |
| situation dictates.                     | <ul> <li>Develop physical</li> </ul>        | <ul> <li>Coordinate leg and</li> </ul>  | and below the water.                    | target or cover a                       | throwing techniques                     |
|   |   | arm movements.                          |   | distance.                               | (such as under arm,                     |
|   | suppleness                                  |   |   |   | over arm).                              |
|   | by practising moves                         | <ul> <li>Swim at the surface</li> </ul> |   |   |   |
|   | and stretching.                             | and below the water.                    |   |   | <ul> <li>Throw with</li> </ul>          |
| try new ways of                         |   |   |   |   | accuracy to hit a                       |
| working.                                |   |   |   |   | target or cover a                       |
|   |   |   |   |   | distance.                               |
| • Use maps,                             |   |   |   |   |   |
| compasses and                           |   |   |   |   |   |
| digital devices                         |   |   |   |   |   |



| to orientate<br>themselves.            |  |  |  |  |  |
|--|--|--|--|--|--|
| Remain aware of                        |  |  |  |  |  |
| changing conditions                    |  |  |  |  |  |
| and change plans if                    |  |  |  |  |  |
| necessary.                             |  |  |  |  |  |
| <br>,                                  | Games                                  | Dance                                    | Gym                                    | Games                                  | Games                                  |
| Cameo                                  | Cames                                  | Danoc                                    |  | Games                                  | Cames                                  |
| Choose and                             | <ul> <li>Choose and combine</li> </ul> | <ul> <li>Compose creative</li> </ul>     | <ul> <li>Create complex and</li> </ul> | <ul> <li>Choose and</li> </ul>         | <ul> <li>Choose and</li> </ul>         |
| combine techniques in                  | techniques in                          | and imaginative                          |  | combine techniques                     | combine techniques                     |
| game situations                        | game situations                        | dance sequences.                         | executed sequences                     | in game situations                     | in game situations                     |
|  | (running, throwing,                    |  | that include a full                    | (running, throwing,                    | (running, throwing,                    |
|  |  |  |  | catching, passing,                     | catching, passing,                     |
|  |  |  | -                                      | jumping and kicking,                   | jumping and kicking,                   |
| etc.).                                 |  | and strong body                          |  | etc.).                                 | etc.).                                 |
|  |  | posture.                                 | <ul> <li>travelling</li> </ul>         |  |  |
|  | • Work alone, or with                  |  |  | ,                                      | • Work alone, or                       |
|  | team mates in order to                 | <ul> <li>Perform and create</li> </ul>   |  | team mates in                          | with team mates in                     |
|  | gain points or<br>possession.          | complex sequences.                       |  |  | order to gain points or possession.    |
| 00556551011.                           | pussessium.                            | . European an idea in                    | <ul> <li>swinging</li> </ul>           |  | 01 00556551011.                        |
| <ul> <li>Strike a bowled or</li> </ul> | <ul> <li>Strike a bowled or</li> </ul> | • Express an idea in                     |  | <ul> <li>Strike a bowled or</li> </ul> | <ul> <li>Strike a bowled or</li> </ul> |
|  |  | original and<br>imaginative ways.        | <ul> <li>springing</li> </ul>          | volleyed ball                          | volleyed ball                          |
| 5                                      | with accuracy.                         | inaginative ways.                        |  | with accuracy.                         | with accuracy.                         |
|  |  | <ul> <li>Plan to perform with</li> </ul> | • flight                               | ······                                 |  |
| <ul> <li>Use forehand and</li> </ul>   | <ul> <li>Use forehand and</li> </ul>   | high energy,                             | • vaults                               | <ul> <li>Use forehand and</li> </ul>   | Use forehand and                       |
| backhand when                          |  | slow grace or other                      | vaults                                 | backhand when                          | backhand when                          |
| playing racket games.                  |  | themes and maintain                      | <ul> <li>inversions</li> </ul>         | playing racket                         | playing racket                         |
|  |  | this throughout a                        |  | games.                                 | games.                                 |
|  |  | piece.                                   | <ul> <li>rotations</li> </ul>          |  |  |
| attack tactically                      | attack tactically                      |  |  | <ul> <li>Field, defend and</li> </ul>  | • Field, defend and                    |
|  |  |  |  | attack tactically                      | attack tactically                      |



St Mary's Curriculum Handbook 2021-22

| by anticipating the                         | by anticipating the                      | <ul> <li>Perform complex</li> </ul>     |  | by anticipating the                      | by anticipating the                   |
|---|--|---|--|--|---------------------------------------|
| direction of play.                          | direction of play.                       |   | stretching and                         | direction of play.                       | direction of play.                    |
|   |  |   | twisting                               |  |                                       |
| <ul> <li>Choose the most</li> </ul>         | <ul> <li>Choose the most</li> </ul>      | stamina gained                          |  | <ul> <li>Choose the most</li> </ul>      | <ul> <li>Choose the most</li> </ul>   |
| appropriate tactics                         | appropriate tactics for a                | through gymnastics                      | <ul> <li>gestures</li> </ul>           | appropriate tactics                      | appropriate tactics                   |
| for a game.                                 | game.                                    |   | -                                      | for a game.                              | for a game.                           |
| -   | -  | Games                                   | <ul> <li>linking skills.</li> </ul>    |  | -                                     |
|   | <ul> <li>Uphold the spirit of</li> </ul> |   |  |  |                                       |
| Swimming                                    | fair play and respect                    | <ul> <li>Choose and combine</li> </ul>  |  | Athletics                                | Athletics                             |
| _   | in all competitive                       | techniques in                           | Games                                  |  |                                       |
|   | situations.                              | game situations                         |  | <ul> <li>Combine sprinting</li> </ul>    | <ul> <li>Combine sprinting</li> </ul> |
| Swim over 100                               |  | (running, throwing,                     | Choose and                             | with low hurdles                         | with low hurdles                      |
| metres unaided.                             | <ul> <li>Lead others when</li> </ul>     | catching, passing,                      |  | over 60 metres.                          | over 60 metres.                       |
|   | called upon and act as                   |   | in game situations                     |  |                                       |
| • Use breast stroke,                        | a good role model                        | etc.).                                  | (running, throwing,                    | Choose the best                          | <ul> <li>Choose the best</li> </ul>   |
| front crawl and                             | within a team.                           |   |  | place for running over                   |                                       |
| back stroke, ensuring                       |  | <ul> <li>Work alone, or with</li> </ul> | iumping and kicking                    | a variety of distances.                  |                                       |
| that breathing is                           |  | team mates in order to                  | etc.).                                 |  | distances.                            |
| correct so as not to                        |  | gain points or                          |  | <ul> <li>Throw accurately</li> </ul>     |                                       |
| interrupt the pattern of                    | Swimming                                 | possession.                             | • Work alone, or with                  | and refine                               | <ul> <li>Throw accurately</li> </ul>  |
| swimming.                                   | 5  |   | ,                                      | performance                              | and refine                            |
| Ŭ   | <ul> <li>Swim between 25 and</li> </ul>  |   |  | 1  | performance                           |
| <ul> <li>Swim fluently with</li> </ul>      | 50 metres unaided.                       |   | or possession.                         | technique and body                       | by analysing                          |
| controlled strokes.                         |  | with accuracy.                          |  | shape.                                   | technique and body                    |
|   | Use more than one                        |   | <ul> <li>Strike a bowled or</li> </ul> |  | shape.                                |
| <ul> <li>Turn efficiently at the</li> </ul> | stroke and                               | <ul> <li>Use forehand and</li> </ul>    | volleyed ball                          | <ul> <li>Show control in take</li> </ul> |                                       |
| end of a length.                            | coordinate breathing as                  | backhand when                           | with accuracy.                         | off and landings                         | <ul> <li>Show control in</li> </ul>   |
| <b>-</b>                                    | appropriate for the                      | playing racket games.                   | ,,                                     | when jumping                             | take off and                          |
|   | stroke being used.                       |   | Use forehand and                       | · · · · · · · · · · · · · · · · · · ·    | landings                              |
|   |  | <ul> <li>Field, defend and</li> </ul>   | backhand when                          | <ul> <li>Compete with</li> </ul>         | when jumping                          |
|   | <ul> <li>Coordinate leg and</li> </ul>   |   | playing racket                         | others and keep track                    |                                       |
|   | arm movements.                           |   | games.                                 | of personal best                         | <ul> <li>Compete with</li> </ul>      |
|   |  |   | J                                      | performances, setting                    |                                       |
|   |  |   |  |  |                                       |



|        |   | <ul> <li>and below the water.</li> <li>Swim over 100<br/>metres unaided.</li> <li>Use breast stroke,<br/>front crawl and<br/>back stroke, ensuring<br/>that breathing is correct<br/>so as not to interrupt<br/>the pattern of<br/>swimming.</li> <li>Swim fluently with</li> </ul> | situations.  |                                      | improvement.                          | track of personal<br>best performances,<br>setting targets for<br>improvement. |
|--------|---|---|--|--------------------------------------|---------------------------------------|--|
| Year 6 | • Choose and  | Choose and combine  |  | <ul> <li>Compose creative</li> </ul> | <ul> <li>Combine sprinting</li> </ul> | Athletics <ul> <li>Combine sprinting</li> </ul>                                |
|        | (running, throwing,<br>catching, passing,<br>jumping and kicking, | game situations<br>(running, throwing,<br>catching, passing,  | well-<br>executed sequences<br>that include a full<br>range of movements<br>including: | 5                                    | over 60 metres.                       | with low hurdles<br>over 60 metres.<br>• Choose the best<br>place for running  |





| • | Work alone, or with   | • Work alone, or with                   | <ul> <li>travelling</li> </ul>                           | and strong body                          | Choose the best                          | over a variety of                    |
|---|-----------------------|---|--|--|--|--------------------------------------|
| t | eam mates in order to | team mates in order to                  |  | posture.                                 | place for running over                   | distances.                           |
| ç | ain points or         | gain points or                          | <ul> <li>balances</li> </ul>                             |  | a variety of distances.                  |                                      |
| r | ossession.            | possession.                             |  | <ul> <li>Perform and create</li> </ul>   |  | <ul> <li>Throw accurately</li> </ul> |
|   |                       |   | <ul> <li>swinging</li> </ul>                             | complex sequences.                       | <ul> <li>Throw accurately</li> </ul>     | and refine                           |
| • | Strike a bowled or    | <ul> <li>Strike a bowled or</li> </ul>  | 5 5  |  | and refine                               | performance                          |
| N | olleyed ball          | volleyed ball                           | <ul> <li>springing</li> </ul>                            | <ul> <li>Express an idea in</li> </ul>   | performance                              | by analysing                         |
| V | vith accuracy.        | with accuracy.                          |  |  | by analysing                             | technique and body                   |
|   | •                     | 2                                       |  |  |  | shape.                               |
| • | Use forehand and      | <ul> <li>Use forehand and</li> </ul>    | nigrit   | 5  | shape.                                   |                                      |
| k | ackhand when          | backhand when                           | • vaults   | <ul> <li>Plan to perform with</li> </ul> |  | <ul> <li>Show control in</li> </ul>  |
| r | laying racket games.  | playing racket games.                   | Vadito   | high energy,                             | <ul> <li>Show control in take</li> </ul> | take off and                         |
| ľ | , , , ,               | , |  |  |  | landings                             |
| • | Field, defend and     | <ul> <li>Field, defend and</li> </ul>   |  | themes and maintain                      |  | when jumping.                        |
|   | ,                     | attack tactically                       |  | this throughout a                        |  | , , , ,                              |
|   | -                     | by anticipating the                     | • TOTATIONS  | piece.                                   |  | <ul> <li>Compete with</li> </ul>     |
|   | , , ,                 | direction of play.                      |  |  |  | others and keep                      |
|   |                       | . ,                                     | <ul> <li>bending, stretching<br/>and twisting</li> </ul> | <ul> <li>Perform complex</li> </ul>      |  | track of personal                    |
| • | Choose the most       | <ul> <li>Choose the most</li> </ul>     | and twisting   | moves that                               |  | best performances,                   |
| ć | ppropriate tactics    | appropriate tactics for a               |  | combine strength                         | Games                                    | setting targets for                  |
|   |                       | game.                                   |  | and stamina gained                       |  | improvement.                         |
|   | 0                     | 0                                       |  | through gymnastics                       | <ul> <li>Choose and</li> </ul>           | -                                    |
|   |                       |   | <ul> <li>linking skills.</li> </ul>                      | 0 0,                                     | combine techniques                       |                                      |
| C | Sym                   | Gym                                     |  | Games                                    | in game situations                       |                                      |
|   | ,                     | -                                       | <ul> <li>Hold shapes that are</li> </ul>                 |  | (running, throwing,                      |                                      |
| ŀ | lold shapes that are  |   | strong, fluent   |  | catching, passing,                       |                                      |
|   | •                     | strong, fluent                          | and expressive.  | <ul> <li>Choose and</li> </ul>           | jumping and kicking,                     | Games                                |
|   |                       | and expressive.                         |  | combine techniques                       | etc.).                                   |                                      |
|   | ·                     |   | • Include in a   | in game situations                       |  | Uphold the spirit of                 |
| • | Include in a          |   |  | (running, throwing,                      | <ul> <li>Work alone, or with</li> </ul>  | fair play and respect                |
| ę |                       | set pieces,                             | choosing the   | catching, passing,                       |  | in all competitive                   |
|   | • • •                 | choosing the                            |  |  |  | situations.                          |
|   | -                     | -                                       |  |  |  |                                      |





|   |                      |  |   |                                      | order to gain points                  | <ul> <li>Lead others when</li> </ul>   |
|---|----------------------|--|---|--------------------------------------|---------------------------------------|--|
|   | inking elements.     | linking elements.                          | linking elements.                       | etc.).                               | or possession.                        | called upon and act                    |
|   |                      |  |   |                                      |                                       | as a good role                         |
| ľ | Vary speed,          | <ul> <li>Vary speed, direction,</li> </ul> | • •                                     | • Work alone, or with                |                                       | model within a                         |
|   | direction, level and | level and body rotation                    |   |                                      | voneyea ban                           | team.                                  |
|   | oody rotation during | during floor                               |   | •                                    | with accuracy.                        |  |
| 1 | loor performances.   | performances.                              | floor performances.                     | or possession.                       |                                       | OAA                                    |
|   |                      |  |   |                                      | <ul> <li>Use forehand and</li> </ul>  |  |
|   | Practise and refine  | <ul> <li>Practise and refine</li> </ul>    | <ul> <li>Practise and refine</li> </ul> |                                      | backhand when                         | <ul> <li>Select appropriate</li> </ul> |
| 1 | he                   | the  | the                                     | 5                                    |                                       | equipment for                          |
|   | gymnastic techniques | gymnastic techniques                       | gymnastic techniques                    | with accuracy.                       | games.                                | outdoor and                            |
|   |                      | used in performances                       | used in performances                    |                                      |                                       | adventurous                            |
|   |                      | (listed above).                            | (listed above)                          | <ul> <li>Use forehand and</li> </ul> | <ul> <li>Field, defend and</li> </ul> | activity.                              |
|   |                      |  |   |                                      | attack tactically                     |  |
|   | Demonstrate good     | <ul> <li>Demonstrate good</li> </ul>       |   |                                      | by anticipating the                   | <ul> <li>Identify possible</li> </ul>  |
|   | •                    | C C  | kinesthetics                            | games.                               | direction of play.                    | risks and ways to                      |
|   |                      |  |   |                                      |                                       | manage them,                           |
|   | awareness (placement | awareness (placement                       |   |                                      |                                       | asking for and                         |
|   | -                    | <u> </u>                                   |   |                                      | appropriate tactics                   | listening carefully to                 |
|   |                      | parts is usually good in                   |   |                                      | for a game.                           | expert advice.                         |
|   | <i>,</i>             |  |   | direction of play.                   |                                       | . Euclauses la stla                    |
|   | ehearsed actions).   | actions).                                  | actions).                               |                                      | Uphold the spirit of                  | Embrace both                           |
|   |                      |  |   |                                      | fair play and respect                 | leadership and team                    |
|   | Use equipment to     | <ul> <li>Use equipment to</li> </ul>       | e e e e quipinent te                    |                                      | in all competitive                    | roles and gain the commitment and      |
|   |                      |  |   | for a game.                          | situations.                           | respect of a team.                     |
|   |                      | •  | swing (remaining                        | . I ha ha la hha an init af          |                                       | respect of a team.                     |
|   | upright).            | upright).                                  |   | - 1                                  | • Lead others when                    | <ul> <li>Empathise with</li> </ul>     |
|   |                      |  |   |                                      | called upon and act                   | others and offer                       |
|   |                      | Hold shapes that are                       |   |                                      | as a good role model within a team.   | support without                        |
|   |                      | 0,   | Games                                   | 51100115.                            |                                       | being asked. Seek                      |
|   |                      | and expressive.                            |   | <ul> <li>Lead others when</li> </ul> |                                       | support from the                       |
|   |                      |  | <ul> <li>Choose and combine</li> </ul>  | called upon and act                  |                                       | team and the                           |
|   |                      |  | techniques in                           |                                      |                                       |  |



| <ul> <li>Include in a sequence</li> </ul> | segame situations                      | as a good role model | experts if in any                  |
|---|--|----------------------|------------------------------------|
| set pieces,                               | <b>U</b>                               | within a team.       | doubt.                             |
| choosing the                              | catching, passing,                     |                      |                                    |
| most appropriate                          | jumping and kicking,                   |                      | . Domoin nacitivo                  |
| linking elements.                         | etc.).                                 |                      | Remain positive                    |
| iniking elements.                         | etc.).                                 |                      | even in the most                   |
|   |  |                      | challenging                        |
|   | n, • Work alone, or with               |                      | circumstances,                     |
|   | n team mates in order to               |                      | rallying others if                 |
| during floor                              | gain points or                         |                      | need be.                           |
| performances.                             | possession.                            |                      |                                    |
| ľ   |  |                      | <ul> <li>Use a range of</li> </ul> |
| <ul> <li>Practise and refine</li> </ul>   | <ul> <li>Strike a bowled or</li> </ul> |                      | devices in order to                |
| the                                       | volleyed ball                          |                      | orientate                          |
| gymnastic techniques                      | with accuracy.                         |                      | themselves.                        |
|   |  |                      |                                    |
| used in performances                      | <ul> <li>Use forehand and</li> </ul>   |                      | <ul> <li>Quickly assess</li> </ul> |
| (listed above).                           | backhand when                          |                      | changing conditions                |
|   | playing racket games.                  |                      | and adapt plans to                 |
| <ul> <li>Demonstrate good</li> </ul>      |  |                      | ensure safety                      |
| kinesthetics                              | <ul> <li>Field, defend and</li> </ul>  |                      | comes first.                       |
| awareness (placemer                       | t attack tactically                    |                      |                                    |
| and alignment of body                     | / by anticipating the                  |                      |                                    |
| parts is usually good                     |  |                      |                                    |
| well-rehearsed                            |  |                      |                                    |
| actions).                                 | Choose the most                        |                      |                                    |
| actions).                                 | appropriate tactics                    |                      |                                    |
|   |  |                      |                                    |
| Use equipment to                          | for a game.                            |                      |                                    |
| vault and to                              |  |                      |                                    |
| swing (remaining                          | Uphold the spirit of                   |                      |                                    |
| upright).                                 | fair play and respect                  |                      |                                    |
|   | in all competitive                     |                      |                                    |
|   | situations.                            |                      |                                    |
|   |  |                      |                                    |





|  | Lead others when       |  |  |
|--|------------------------|--|--|
|  | called upon and act as |  |  |
|  | a good role model      |  |  |
|  | within a team.         |  |  |



### Breadth of Study:

Note: Items marked \* are not statutory.

| Key Stage 1   | Key Stage 2   |
|---|---|
| • Participate in team games, developing simple tactics for attacking and defending. | • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. |
| <ul> <li>Perform dances using simple movement patterns.</li> </ul>                  |   |
|   | Take part in gymnastics activities.   |
| • Swimming and water safety: take swimming  | - Take part in athletics estivities   |
| instruction either in Key Stage 1 or Key Stage 2.                                   | Take part in athletics activities.  |
|   | Perform dances.   |
|   | • Take part in outdoor and adventurous activity challenges both individually and within a team.   |
|   | • Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.  |



### Cultural capital in PE:

|                     | Autumn  | Spring                       | Summer  |
|---------------------|---|------------------------------|---|
| Whole school events |   |                              | Sport beyond the school building.<br>Olympic and athletic awareness<br>and celebration. |
|                     |   |                              | Commonwealth Games<br>Celebration   |
|                     |   |                              | EYFS and Year 1 sports day –<br>led by Year 6 pupils.                                   |
|                     |   |                              | Year 2 to Year 6 sports day at a local high school.                                     |
| Reception           |   |                              |   |
| Year 1              | Sports clubs for pupils to access before and after school from Y1 |                              |   |
| Year 2              | to Y6.  |                              |   |
| Year 3              |   | Team games with other school |   |
| Year 4              | Highlighting local clubs and                                      | through competitions and     |   |
| Year 5              | centres to pupils.  | festivals.                   | Residential trip - OAA  |
| Year 6              |   |                              |   |
|                     | Playtime – sports leaders from                                    |                              |   |
|                     | KS2 supporting games across                                       |                              |   |
|                     | school.   |                              |   |



## Cross curricular links in PE:

|           | Autumn  | Spring   | Summer  |  |  |
|-----------|---|--|---|--|--|
| Reception |   | PSHE – working with others, taking turns, sharing, listening to others ideas.<br>Communication – listening to and following instructions, learning new vocabulary. |   |  |  |
|           | Number – counting<br>SSM – measuring distance, time             | 5  |   |  |  |
| Year 1    | PSHE – team work  | Geography – dance around the world.  | PSHE – winning and losing   |  |  |
| Year 2    | PSHE – team work  | Science – plants, growing, life cycle inspired dance.  | PSHE – winning and losing   |  |  |
| Year 3    | Science – movement in dance.                                    | PSHE – competition, being a good sport person.   |   |  |  |
| Year 4    | Science – movement and forces in dance.                         | PSHE – competition, being a good sport person.   |   |  |  |
| Year 5    |   | Maths – scoring and refereeing   | Computing – using video for self-<br>assessment.  |  |  |
| Year 6    | Geography – creating dances inspired by countries of the world. | Maths – scoring and refereeing   | PSHE – helping others.<br>Leadership skills, planning and<br>running the EYFS/Year 1 sports<br>day. |  |  |