

THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

CARE
courage ambition respect enjoyment



KNOWLEDGE DEVELOPMENT OVERVIEW: Physical Education

NATIONAL CURRICULUM**Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives.

INTENT

At Thakeham Primary School we aim to encourage children to develop a positive attitude towards achieving and enjoying a healthy lifestyle, whilst at school, home and during adult life and that the children's experience of PE is positive and motivating. We provide a wide range of sports which allow children to experience the pleasure and fun of participating alongside their peers, so they can become confident to both strive to better themselves and also be familiar with the challenge of competition. We work together to ensure the individual needs of each child are recognised and their talents and skills nurtured to enable them to be successful and confident. Our aims for PE are reflected in our School Vision:

High quality learning and teaching are at the heart of our school. We nurture and celebrate each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.

By participating in physical activity before, during and after school, children gain a range of physical, social, emotional and intellectual benefits. Physical activity opportunities can be provided through health and physical education activities, sport, recreation and games.

It is important that children are given opportunities to participate in a range of enjoyable physical activities and good nutrition habits at an early age so they will be more likely to continue being physically active throughout the rest of their lives.

We offer high quality teaching and learning opportunities through a partnership with the PE departments of Steyning Grammar School and the instructors at MXT Swimming.

IMPLEMENTATION

Our Long-Term planning for each class, sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. This plan is designed and tracked by the PE Co-ordinator. Pupils participate in at least 2 hours of high-quality PE lessons each week, covering one or two different sports/ skills focuses each half term. All PE lessons are planned so that the lesson can take place whatever the weather using the hall, playground or field as appropriate. Children have experience of team building, athletics, games, dance, gymnastics and outdoor adventurous activities during their time at Thakeham Primary School. Children in Key Stage 2 swim once a week year during the summer term (in place of one of their PE sessions). Children benefit from use of the MXT Swim School for this purpose on our Rock Road campus. Lessons are led by qualified and experienced coaches. Key Stage 2 children complete the Golden Mile twice a week are encouraged to 'keep moving' through the session. They are taught how to warm up for the activity, with the older children leading this activity. They are shown how to pace themselves and then afterwards the importance of cooling down safely.

Sporting Clubs are offered two mornings a week and the children are consulted on the sporting activity on offer. Children are encouraged to stay active at break and lunch times and can access a variety of equipment to use at these times. Year 5 and 6 children can become Play Leaders for the school. Training for this is provided by our PE Co-ordinator. The Play Leaders develop into sporting role models for the younger children, assisting with and organising games at break times.

Our Locality Stars School Group deliver Taster Sessions and Tournaments across Key Stage 1 and 2 throughout the year in a range of sporting activities. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by children.

Every summer we hold a whole school Sports' Week with a theme linked to a major sporting event such as The World Cup or Olympics Games. We encourage participation in local sports clubs by inviting local coaches within our community to lead taster sessions during this week as well various opportunities across the school year. This week is dedicated to encouraging pupil participation in sports and developing skills. This often also serves the purpose of extending children's experiences in sports, they may not have otherwise engaged in. This Sports' Week culminates in a Sports' Day which includes both competitive and non-competitive track and field events at an age appropriate level. Children are encouraged to have fun and develop their physical skills, perseverance, determination and resilience.

Upper key stage 2 children experience a residential activity week where they continue to develop their skills of resilience, perseverance and team building through a range of adventurous sporting activities such as: abseiling, climbing, zip line and archery.

EYFS

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

In the Early Years Foundation Stage, children will have regular opportunities to *negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing.* Discrete PE lessons are taught each week by the class teacher.

INCLUSION OF ALL PUPILS IN PE LESSONS

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

IMPACT

At Thakeham Primary School, we ensure that all children receive a broad and balanced PE curriculum regardless of year group or ability and that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We aspire for all our children to be engaged, motivated and enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school. All pupils understand the values and importance of fair play and being a good sportsperson. Throughout PE lessons children are actively involved in their own target making and progress, with teachers providing 'in the moment' feedback and support. Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

By the end of KS2, the children will have built on and embedded the physical development and skills learnt across key stages 1 and 2 and be ready to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities throughout the key stage 3 curriculum. Our partnership with Steyning Grammar School PE department, enables children as they leave year 6, to be familiar with their secondary school PE teachers, formats to lessons and the high level of resilience and attitude to learning that will be expected of them as they move into year 7. Additionally, the Steyning Grammar School PE teachers already know our pupils' abilities and levels of attainment which ensures they have an excellent start to their physical education in key stage 3.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Evaluations (pupil voice).
- Governor monitoring with our subject link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo evidence of the pupils' practical learning.
- Foundation Assessments at the end of a unit of work.

National Curriculum Requirements

<p>Children in Reception should: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing, Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully in further physical education sessions.</p> <p>Develop their small motor skills so that they can use a range of resources competently, safely and confidently.</p> <p>Use their core muscle strength to achieve good posture. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Further develop the skills they need to manage school successfully e.g. turn taking.</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: - 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.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Key Stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to, amongst other things:</p> <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. 	<p>Key Stage 2: Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to, amongst other things:</p> <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 [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best
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Support

Children injured should take part by observing, supporting and/or recording. They can: 1. Record scores. 2. Provide feedback or coaching to peers. 3. Write down a review of what they have observed – i.e. key skills or objectives used by the children.

All activities should be modified for children finding skills/tasks more difficult. For example, for catching with one hand, a child finding it tricky may need to use 2 hands.

Encourage children to help differentiate activities as this enables their input and shows understanding.

Teachers should be constantly looking at the children and using AFL to modify tasks as appropriate and give steps for support.

- Use the Sports Coach/LSA to assist in adapting or perhaps working with children who are finding tasks difficult to help develop their skill set.
- Consider – would a different sized ball help? Provide a range of equipment so that it is easy to differentiate and provided as ‘choice’ rather than you are finding this hard so use this instead.
- Allow children to take some ownership over the ‘challenge’ they provide themselves with and then monitor to ensure chances for success.

Challenge

Use children who are of high ability to demonstrate, support others and take the lead in activities.

- Ensure they are challenged e.g. you can do that with your dominant hand/foot, can you strengthen your weaker side by practising with the other hand/foot?
- I often say ‘If you want a challenge, try this...’ that way the children can be given opportunities to show whether their skills are more advanced.
- Any children showing talent in an area should be identified to the PE lead and further extra-curricular clubs can be suggested. As always with adaptation in PE it is vitally important to be assessing learning constantly and providing challenge or modification for those finding things more tricky. If you need support or advice, always ask the PE lead or Sports Coach.

Cycle A and B

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
EYFS	PE introduction Catching & Throwing		Gymnastics		Dance		Skills Based Challenges		Ball Skills		Athletics	
Years 1 and 2	Games 1	Team Building	Games 2	Gymnastics	Games 3	Dance	Games 4	Yoga	Games 5	Gymnastics	Athletics	Dance
Years 3 and 4	Football	Team Building	Netball	Gymnastics	Basketball	Dance	Racket Sports	Tag Rugby	Rounders	Swimming	Athletics	Swimming
Years 5 and 6	Football	Team Building	Netball	Gymnastics	Basketball	Dance	Racket Sports	Tag Rugby	Rounders	Swimming	Athletics	Swimming

KNOWLEDGE DEVELOPMENT

Dance

EYFS	Year 1	Year 2	End of KS1 Expectations	
Move to music. Copy dance moves. Perform some dance moves. Move around the space safely.	Copy dance moves. Make up a short dance, after watching one. Dance imaginatively. Change rhythm, speed, level and direction.	Change rhythm, speed, level and direction with consistency. Dance with control and co-ordination. Make a sequence by linking sections together. Link some movement to show a mood or feeling.	Children should be taught to perform dances using simple movement patterns. Use movement imaginatively, responding to stimuli, including music and performing basic skills Change rhythm, speed, level and direction of their movements Create and perform dances using simple movement patterns, including those from different times and cultures Express and communicate ideas and feelings	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Perform pair/group dance involving canon & unison, meet & part Respond to music in time & rhythm to show like/unlike actions Respond to music to express a variety of moods & feelings	Respond imaginatively to stimuli related to character/music/story Perform clear & fluent dances that show sensitivity to idea/stimuli Make up dance within a small group	Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with characteristics of different styles/eras Adapt & refine (in pair/group), dances that vary direction, space & rhythm	Create & perform dances in a variety of styles consistently Be aware of & use musical structure, rhythm & mood & can dance accordingly Use appropriate criteria & terminology to evaluate performances	Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures Respond to a range of stimuli and accompaniment Through dance, develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns

Gymnastics

EYFS	Year 1	Year 2	End of KS1 Expectations	
Make body tense, relaxed, curled and stretched. Balance on small/large body parts & understand stillness. Make large and small body shapes Climb & hang from apparatus. Perform basic travelling actions on various body parts.	Make body tense, relaxed, curled and stretched, showing some tension. Begin to work on alone/with someone to make a sequence of shapes/travels. Climb safely, showing some shapes and balances when climbing. Keep balance travelling in a range of ways along bench, spots, mat etc. Roll in stretched/curled positions e.g. 'log' and 'egg rolls'.	Make body tense, relaxed, curled and stretched, in a range of movements. Perform a sequence with changes in speed & direction including 3 different actions (<i>sometimes giving advice to others</i>). Be still on single/two + points of contact on floor/apparatus showing tension & control. Link known shape/travel/roll/jump to a balance using floor & on apparatus. Jump/land with control using different body shapes in flight.	Children should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.	
Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Use a greater number of own ideas for movement in response to a task. Combine arm actions with skips/leaps/steps/jumps & spins in travel. Travel while using various hand apparatus, (ribbon/hoop/rope/ball) Know principles of balance and apply them on floor & apparatus.	Share ideas and give positive criticism/advice to self & others. Create & perform matching/mirroring sequences explaining how it could be improved. Perform at least 3 different rolls (shoulder, forward, back) with some control. Link a roll with travel and balance using floor and apparatus with good body control.	Combine own work with that of others, identifying strengths & weaknesses. Include change of speed, direction and shape in movements. Follow a set of 'rules' to produce a sequence, possibly made by peers. Create mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.	Select a suitable routine to perform to different audiences, bearing in mind who the audience is. Transfer sequence above onto suitably arranged apparatus & floor Perform 6-8 part floor sequence as individual, pair & small group to a piece of music Demonstrate 3 paired balances in sequence using various skills/actions	Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics

Invasion Games

EYFS	Year 1	Year 2	End of KS1 Expectations
Send & receive a ball by rolling from hand & striking with foot Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Move and stop safely in a specific area	Throw underarm, bounce & catch ball by self & with partner Kick/stop a ball using a confident foot while static Run straight and on a curve and sidestep with correct technique Begin to follow some simple rules	Perform some dribbling skills with hands and feet using space Pass a ball accurately (hands & feet) over longer distances to a team mate Combine stopping, pick up/collect & send a ball accurately to other	Pupils should participate in team games, developing simple tactics for attacking and defending.

Play a passing & target game alone and with a partner		players Make simple decisions about when /where to move in game to receive a ball	
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Netball

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Make a series of passes to team mates moving towards a scoring area. Show some signs of using a chest pass and shoulder pass. Show a target to indicate where I'd like to pass to. Know where space is and try to move into it. Mark another player and defend when needed.	Use a chest pass and shoulder pass to support team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Know where positions are allowed on a court.	Use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring. Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions (snatch & catch) when playing as a team.	Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions.	Pupils should be taught to 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

Football

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Begin to dribble a ball making small touches Begin to send a football to someone on team. Keep a ball under control. Know where space is and try to move into it. Mark another player and defend when needed.	Dribble with small touches into space. Send a football to someone on the team, using different parts of foot. Keep a ball under control when receiving a range of passes from team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions.	Dribble making small touches into space with speed. Send a football to someone on the team, using different parts of foot accurately. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). See space, and use it effectively. Lose a defender to receive a pass. Defend a player and make some successful interceptions for team.	Dribble making small touches into space with speed, to beat defenders. Make decisions regarding how and when to send a football to someone in team. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. Know how space changes within a game and when and how to move into changing spaces. Draw defender away to create space. Position body to defend effectively, making successful interceptions.	Pupils should be taught to 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

Tag Rugby

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Move holding a rugby ball Know where to score a try and how to position the ball to score a try Move into spaces to avoid defenders Make a backward pass to team mates, using the direction most comfortable Know to tag team mates when to defend	Move with speed (and change of) with the ball and without Use speed and space to avoid defenders Pass backwards and in both directions and sometimes on the move Tag the person who has the ball, but can mark a player who doesn't have the ball Begin to make a high pop pass to avoid a defender	Be able to evade and tag opponents. Be able to pass and receive a pass at speed. Be able to pass and receive a pass at speed in a game situation. Refine attacking and defending skills. Develop tactics as a team. Apply learned skills in a game of tag rugby.	Be able to evade and tag opponents. Running at speed, changing direction at speed. Play effectively in attack and defence Score points against opposition Support player with the ball	Pupils should be taught to 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

Hockey

Year 3	Year 4	Year 5	Year 6	End of KS2 Expectations
Begin to show how to hold a hockey stick and which side to use. Use a simple push pass to another team mate. Dribble the ball keeping it close to me using the correct side of stick. Show some signs of an approaching a player to tackle and cause pressure. Begin to attempt to score a goal from anywhere.	Sometimes change direction of travel by rotating and turning stick to support this. Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power). Use speed to dribble the ball into space. Maintain defence and keep the pressure until possession is gained. Attempt to score inside a designated scoring area.	Change direction and use the correct side of stick, sometimes using indian dribbling (alternating sides of stick while dribbling) to avoid defenders. Choose between the two passes (push/slap) and explain simply why. Make a direct pass while dribbling. Begin to use stick to mark a player from the side line causing them difficulty. Successfully score while in the scoring area.	Use speed, changing of direction and indian dribbling to advance towards team's goal. Use a range of passes knowing which one depending on the distance of the pass. Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). Know when to defend and what defence skills could be used. Seize an opportunity to score, sometimes quite quickly.	Pupils should be taught to 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

Striking and Fielding Games

EYFS	Year 1	Year 2	End of KS1 Expectations
Aim & throw object underarm Catch balloon/bean bag/scarf & sometimes a bouncing ball Use hand to strike a bean bag or ball and move towards a scoring area Begin to use a bat to hit a ball or bean bag	Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) Play as a fielder and get the ball back to a STOP ZONE Begin to follow some simple rules (carrying the bat, not over taking someone)	Send a ball off a tee using a bat or a racket Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops Stop moving when the 'bowler' has the ball Play as a fielder and pass the ball back to the bowler to make the runner stop Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)	Pupils should participate in team games, developing simple tactics for attacking and defending.

To develop push and glides, any kick action on front and back with or without support aids.
To develop entry and exit, travel further, float and submerge.
To develop balance, link activities and travel further on whole stroke. To show breath control.
Introduction to deeper water. Treading water.

Last audited: 6.2.24 by WMC