



What is Physical Education?

Our physical education curriculum will enable our children to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE. They will be given opportunities to practise skills in a wide range of differing activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance. Our children will be provided with opportunities to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being. They will also build their abilities to become excellent young leaders, organising and officiating, evaluating what needs to be done improve, and motivating and instilling excellent sporting attitudes in others. Across the Key Stage children will show a keen interest in PE and a willingness to participate eagerly in every lesson.

How will the curriculum be delivered? The implementation.

- Children participate in high-quality PE lessons twice a week covering two different sports/skills per term.
- We follow a progressive, evolving curriculum that, with time, builds on prior learning and combines new knowledge, vocabulary and skills.
- New learning is taught explicitly using a mastery-based approach.
- We ensure that, just as in other subjects, children fully engage and work hard during lessons.
- In addition to being actively engaged, children also need plenty of chances to practice the skill being taught that day. Our quality curriculum offers many practice opportunities, sometimes alone, sometimes with a partner and sometimes during small sided games in groups.
- We aim to develop children's metacognition and self-regulation through allowing them to continually reflect on their success and teaching them how to self-challenge and scaffold through the STEP approach (**S**pace – **T**ime/**T**ask – **E**quipment – **P**eople).
- Use of a specialised coach aims to build teacher knowledge and pedagogy.
- Our annual sports week opens the door to a vast array of sports and clubs and encourages our children to seek ongoing physical activity outside of school.

The exact knowledge, skills and vocabulary to be learnt, as well as the assessment end-points, are set out for staff in detailed plans.

Curriculum Review (Impact):

Throughout their learning journey, children’s attainment is captured at end of unit assessment points. Over the course of the year, this forms the basis of an overall teacher assessment of what standard the children is working at. We use a variety of strategies to evaluate the knowledge, understanding and skills that our children have gained in each unit of PE:

- CPD to ensure that teacher pedagogy is secure.
- Regular verbal feedback and pupil voice feedback.
- Observation of pupil performance during lessons and/or extra-curricular activities.
- Subject monitoring from the subject leader, including discussions with children.
- Performance at sports days, inter-house and inter-school tournaments.
- Subject leader discussions with teachers, identifying children working above and below expectations.

Concepts in Physical Education

Physical Education uses six key concepts and these help to focus the understanding of their experience, areas of physical education, and how they learn and use these. Children are then able to build a schema of knowledge about key themes. Key concepts shape the overarching enquiry for the spine of learning.

Teaching Enquiries

Years 3/4 A	Ball Skills Fundamentals	Dance Hockey	Gymnastics Tennis	Fitness Golf	Cricket OAA	Athletics Swimming
			Swimming			
Year 3/4 B	Fitness Football	Basketball Dance	TAG Rugby Gymnastics	Hockey	Rounders Athletics	Tennis OAA
			Swimming			
Year 5/6 A	Fitness Netball	Gymnastics Volleyball	Dance Badminton	Yoga OAA	Cricket Athletics	Tennis OAA
	Swimming				Swimming Catch-up	
Year 5/6 B	Fitness Basketball	Volleyball	Dance Hockey	TAG Rugby Gymnastics	Athletics Tennis	Rounders OAA
	Swimming				Swimming Catch-up	

Key Concepts

Key concepts identify the content or focus areas of study.

	Dance	F.M.S	Games	Body Management	OAA	Swimming
Content	Dance	Athletics Fitness Fundamentals	Ball Skills Invasion Games Net and Wall Games Striking and Fielding Target Games	Gymnastics Yoga	OAA	Swimming

Second-Order Concepts – shape the enquiry

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

<p>Fitness How regular exercise contributes to fitness; how to set goals and improve fitness levels. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).</p>	<p>Health How exercise is a key factor in a healthy lifestyle and what being healthy means.</p>	<p>Tactics Actions or strategies that are specifically planned to achieve something.</p>	<p>Control and Performance The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.</p>
<p>Challenge Actively participating in contexts that involve challenge to extend and test spiritual, physical, mental, and emotional limits, both individually and as part of a group.</p>	<p>Co-operation Working respectfully together in small and large groups to achieve success by using skills of communication and collaboration.</p>	<p>Competition Using leadership, teamwork, and interpersonal skills to follow rules in competitive contexts. Showing respect and sportsmanship whilst balancing rights, roles, and responsibilities in group situations.</p>	

Progression in Substantive Knowledge in PE

Second Order Concepts	End of Lower KS2		End of KS2	
<p>Health How exercise is a key factor in a healthy lifestyle and what being healthy means.</p> <p>Control and Performance The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.</p> <p>Co-operation Working respectfully together in small and large groups to achieve success by using skills of communication and collaboration.</p>	Dance			
	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance.</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

Fitness	F.M.S			
<p>How regular exercise contributes to fitness; how to set goals and improve fitness levels. This comprises five components (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition).</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p>
<p>Health How exercise is a key factor in a healthy lifestyle and what being healthy means.</p>	<p>Link running, hopping and jumping actions using different take offs and landing.</p>	<p>Link hopping and jumping actions with some control.</p>	<p>Show control at take- off and landing in more complex jumping activities.</p>	<p>Link running, jumping and hopping actions with greater control and co-ordination.</p>
<p>Control and Performance</p>	<p>Jump for distance and height with an awareness of technique.</p>	<p>Jump for distance and height showing balance and control.</p>	<p>Perform a range of more complex jumps showing some technique.</p>	<p>Perform jumps for height and distance using good technique.</p>
<p>The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.</p>	<p>Throw a variety of objects, changing action for accuracy and distance.</p>	<p>Throw with some accuracy and power towards a target area.</p>	<p>Show accuracy and power when throwing for distance.</p>	<p>Perform jumps for height and distance using good technique.</p>
	<p>Demonstrate good balance when performing other fundamental skills.</p>	<p>Demonstrate good balance when performing other fundamental skills.</p>	<p>Demonstrate good balance and control when performing other fundamental skills.</p>	<p>Show accuracy and good technique when throwing for distance.</p>
	<p>Show balance when changing direction at speed in combination with other skills.</p>	<p>Show balance when changing direction at speed in combination with other skills.</p>	<p>Demonstrate improved body posture and speed when changing direction.</p>	<p>Show fluency and control when travelling, landing, stopping and changing direction.</p>
	<p>Demonstrate balance when performing other fundamental skills.</p>	<p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Can co-ordinate a range of body parts at increased speed.</p>	<p>Change direction with a fluent action and can transition smoothly between varying speeds.</p>
	<p>Show balance when changing direction in combination with other skills.</p>			<p>Can co-ordinate a range of body parts with a fluent</p>

<p>Co-operation Working respectfully together in small and large groups to achieve success by using skills of communication and collaboration.</p>	<p>Can co-ordinate their bodies with increased consistency in a variety of activities.</p>			<p>action at a speed appropriate to the challenge.</p>
<p>Health How exercise is a key factor in a healthy lifestyle and what being healthy means.</p> <p>Tactics Actions or strategies that are specifically planned to achieve something.</p> <p>Control and Performance The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.</p>	Games			
<p>Dribble the ball with one hand with some control in game situations.</p> <p>Dribble a ball with feet with some control in game situations.</p> <p>Use a variety of throwing techniques in game situations.</p> <p>Kick towards a partner in game situations.</p> <p>Catch a ball passed to them using one and two hands with some success.</p> <p>Receive a ball sent to them using different parts of the foot.</p>	<p>Link dribbling the ball with other actions with increasing control.</p> <p>Change direction when dribbling with feet with some control in game situations.</p> <p>Use a variety of throwing techniques with increasing success in game situations.</p> <p>Kick with increasing success in game situations.</p> <p>Catch a ball passed to them using one and two hands with increasing success.</p> <p>Receive a ball using different parts of the foot under pressure.</p>	<p>Use dribbling to change the direction of play with some control under pressure.</p> <p>Dribble with feet with some control under increasing pressure.</p> <p>Use a variety of throwing techniques with some control under increasing pressure.</p> <p>Use a variety of kicking techniques with some control under increasing pressure.</p> <p>Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball</p>	<p>Use dribbling to change the direction of play with control under pressure.</p> <p>Use a variety of dribbling techniques to maintain possession under pressure.</p> <p>Use a variety of throwing techniques including fake passes to outwit an opponent.</p> <p>Select and apply the appropriate kicking technique with control.</p> <p>Catch and intercept a ball using one and two hands with increasing success in game situations.</p>	

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<p>Co-operation Working respectfully together in small and large groups to achieve success by using skills of communication and collaboration.</p> <p>Competition Using leadership, teamwork, and interpersonal skills to follow rules in competitive contexts. Showing respect and sportsmanship whilst balancing rights, roles, and responsibilities in group situations.</p>	<p>Strike a ball with varying techniques.</p> <p>Change direction with increasing speed in game situations.</p> <p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Receive a ball with consideration to the next move.</p> <p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
<p>Health How exercise is a key factor in a healthy lifestyle and what being healthy means.</p>	Body Management			
	<p>Complete balances with increasing stability, control, and technique.</p> <p>Demonstrate some strength and control when taking weight on different body</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p>

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<p>Control and Performance</p> <p>The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.</p>	<p>parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>
<p>Challenge</p> <p>Actively participating in contexts that involve challenge to extend and test spiritual, physical, mental, and emotional limits, both individually and as part of a group.</p> <p>Competition</p> <p>Using leadership, teamwork, and interpersonal skills to follow rules in competitive contexts. Showing respect and</p>	OAA			
	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p>

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<p>sportsmanship whilst balancing rights, roles, and responsibilities in group situations.</p>	<p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>
<p>Health How exercise is a key factor in a healthy lifestyle and what being healthy means.</p> <p>Control and Performance The ability to control movement in a variety of contexts e.g. balance in gymnastics, maintain connection when dribbling a ball. Also the ability to control emotion and behaviour in sporting situations.</p>	Swimming			
	<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p> <p>Confidently roll from front to back and then regain a standing position.</p>	<p>Submerge and regain feet in the water.</p> <p>Breathe in sync with an isolated kicking action from poolside.</p> <p>Use arms and legs together to move effectively across a short distance in the water.</p> <p>Glide on front and back over short distances.</p> <p>Float on front and back for short periods of time.</p>	<p>Confidently combine skills to retrieve an object from greater depth.</p> <p>Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>Confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>Combine gliding and transitioning into an appropriate stroke with good control.</p> <p>Confidently link a variety of floating actions together</p>	

		Confidently roll from front to back and then regain a standing position.	demonstrating good technique and control. Select and apply the appropriate survival technique to the situation.
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Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within PE teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

	Dance	F.M.S	Games	Body Management	OAA	Swimming
Year 3	perform repeat dynamics expression dance rhythm movement repetition gesture actions formation choreograph explore flow action canon unison timing	Walking kicking hopping jumping galloping sliding leaping holding gripping	Sprint steady pace accuracy height record leading leg measure heartbeat pulse hurdle landing control stamina obstacle speed keep possession score pass/send/receive dribble travel tactic defend attack offside onside volley serve chip	Agility coordination balance flexibility rolling stopping bending twisting landing stretching climbing balancing turning	Coordination communication cooperation collaborate inclusion trust confidence problem solve evaluate reflection shared goal	Alternate backstroke breaststroke breathing buoyancy crawl float glide push handstand sculling stroke submerge surface technique

			drive short catch long catch			
Year 4	perform repeat dynamics expression dance phrase rhythm movement repetition gesture action reaction formation choreograph relationship cooperation inclusion confidence matching mirroring canon unison match relationship represent rhythm structure timing unison	Walking kicking hopping jumping galloping sliding leaping holding gripping	Sprint steady pace accuracy height record leading leg measure heartbeat pulse hurdle landing control stamina obstacle speed keep possession score pass/send/receive dribble travel tactic defend attack joints stance diagonal approach offside onside volley serve chip drive short catch	Agility coordination balance flexibility rolling stopping bending twisting landing stretching climbing balancing turning	Coordination communication cooperation collaborate inclusion trust confidence problem solve evaluate reflection shared goal orient navigate	Alternate backstroke breaststroke breathing buoyancy crawl float flutter kick glide push handstand sculling stroke submerge surface technique
Year 5	perform repeat dynamics expression dance phrase rhythm movement repetition gesture posture actions formation choreograph relationship cooperation collaborate inclusion	Walking kicking hopping jumping galloping sliding leaping holding gripping	Measure height target pacing obstacles leading leg speed accuracy take off stamina time trajectory release performance take off position run up keep possession support marking	Agility coordination balance flexibility rolling stopping bending twisting landing stretching climbing balancing turning	Coordination communication cooperation collaborate inclusion trust confidence problem solve evaluate reflection shared goal orient navigate resilience negotiation	Alternate backstroke breaststroke breathing buoyancy crawl float flutter kick glide push handstand sculling stroke submerge surface

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	confidence matching mirroring canon unison leadership control transition perseverance quality		covering repossession attack defend team play offside onside volley serve rally chip drive short catch long catch			technique conserve continuously dolphin kick exhale huddle inhale motion outstretched propel retrieve somersault streamline
Year 6	perform repeat dynamics expression dance phrase rhythm movement repetition gesture posture actions formation choreograph aesthetic pose relationship stimulus cooperation collaborate inclusion confidence matching mirroring canon unison leadership control transition perseverance quality	Walking kicking hopping jumping galloping sliding leaping holding gripping	Measure height target pacing obstacles leading leg speed accuracy take off stamina time trajectory release performance take off position run up keep possession support marking covering repossession attack defend team play offside onside volley serve rally chip drive short catch long catch	Agility coordination balance flexibility rolling stopping bending twisting landing stretching climbing balancing turning	Coordination communication cooperation collaborate inclusion trust confidence problem solve evaluate reflection shared goal orient navigate resilience negotiation tactical	Alternate backstroke breaststroke breathing buoyancy crawl float flutter kick glide push handstand sculling stroke submerge surface technique conserve continuously dolphin kick exhale huddle inhale motion outstretched propel retrieve somersault

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						streamline synchronised
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Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practice, adaptations are made for individuals who need something that is addition to or different from others in the class.

'It is really important that we promote competitive support in schools. It is very important that we recognise that has to be underpinned by good quality physical education and by getting people into patterns of exercise.'

-Lord Sebastian Coe-

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