



Otterton C of E Primary School

Physical Education Curriculum Plan Years EYFS-6

Intent:

At Otterton C of E Primary School, we believe that Physical Education is an important subject for developing life-long skills which can lead to a healthy active lifestyle within education and beyond. Developing an understanding of physical activity, healthy diet and health and wellbeing is imperative for students of all ages, therefore our PE curriculum has been designed give students regular Physical Education to ensure all students are physically and we continually reinforce the importance of health and wellbeing. The PE curriculum has also been designed to give students access to a wide range of activities over a two-year period, developing the physical skills which are required to play a variety of sports and to maximum opportunity to learn something new. We believe that a positive PE experience at school will allow students to find an activity which they love and subsequently continue to be active beyond education.

Teachers will use their excellent subject knowledge to deliver high quality Physical Education lessons which allow students to develop and implement physical skills, problem solve, analyse performance of themselves and of others, work in teams, compete and strive for personal and team development.

While PE has its own set of skills applicable to different sports and activities, it also contributes to students' learning by promoting Fundamental British Values, supporting their personal development and improving their physical and mental wellbeing. The learning which takes place within a PE lesson also links with other curriculum subject such as science (the human body), geography (sporting countries/Olympics), history (history of sport), ICT (video analysis), English (key vocabulary) and maths (scoring and officiating).

Our PE curriculum also allows for holistic development, providing students the opportunity to develop and demonstrate attributes like resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.

In addition to high quality PE lessons, every student will have the opportunity to represent their schools as part of an inter-schools festivals programme and gain experience of different activities through trips and visits. We also aim to increase participation in sport and physical activity through regular opportunity to attend after-school clubs. There are multiple opportunities each week for students to participate to further develop their skills and understanding and to increase their amount of physical activity.

Implementation

Our vision is to go beyond just delivering the National Curriculum Aims and to provide children with an exceptional Physical Education. This involves making them appreciate an array of different sports and physical activities which can contribute towards a health, active lifestyle, showing them the importance of health wellbeing in the wider world.

Curriculum PE:

Each student will receive 2 hours of high-quality PE each week which follow specific learning topics each half term as part of a 2-year rolling programme. Arranging curriculum PE in this way allows students to achieve a depth of understanding of each topic, whilst giving them access to a broad range of different activities within a PE curriculum cycle. As students' progress through the school, they will re-visit activities and access a higher level of learning when re-visiting to ensure there are continually acquiring new knowledge and skills about sport and physical activity.

Concepts based curriculum:

Our new PE curriculum (2022 -) develops fundamental skills in EYFS which are then consolidated as students move through the school. Instead of teaching specific sports to younger students, we focus on developing skills and knowledge which can be applied to a range of physical activities as students move through KS1 and into KS2. We believe this will allow students to learn a greater range of skill and allow all students to access a greater range of sports throughout their school lives.

Our PE lessons also have a focus on life-skills, providing the opportunity for students to develop and demonstrate attributes such as resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.

Teachers identify key knowledge and skill for each topic being delivered, with clear progression apparent through each half term, linked to expected progress for each key stage. This ensures that lessons are relevant and allow for students' different starting points for a new topic. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Students with coordination difficulties are identified early and receive additional support in the form of a physical movement intervention on a regular basis.

Termly assessment is carried out of fundamental movement and skills, which inform staff of student progress, which subsequently informs future teaching of the subject. The assessment areas have been selected to represent key physical skills which are applicable to a variety of physical activities and each topic taught has the opportunity for students to demonstrate their development of the fundamental skills. The assessment areas are as follows:

Object control

- Throwing
- Catching
- Striking

Body control/movement

- Balance
- Flight
- Travel

Beyond the Curriculum – Increasing Participation

KS2 students will have access to at least 3 competitions each year and KS1 and EYFS will have two opportunities to take part in a competition against other schools. These competitions will foster a culture of respectful competition and sportsmanship across each key stage.

Students in years 5 and 6 also have the opportunity to become a Sports Leader, which allows them to gain experience of sport in a different capacity. Students are able to adopt the role of a coach, referee, photographer or videographer. These roles will give them skills for life beyond education as they develop leadership attributes such as communication, organisation, delegation and support younger students in the school to ensure they develop a love of physical activity.

We also offer regular opportunity to attend after-school clubs. There are multiple opportunities each week for students to participate to further develop their skills and understanding and to increase their amount of physical activity.

The National Curriculum

At the end of EYFS, level expected:

Moving and handling - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively.

Health and self care - children knowing the importance of good health which includes physical exercise and a healthy diet.

Key Stage One:

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. 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.

Pupils should be taught to:

- 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.

Key Stage 1 Units:

Invasion games, gymnastics, dance, ball skills, striking & fielding, athletics, health & fitness, multi-skills (hand-eye coordination), striking, throwing and catching.

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. They should enjoy communicating, collaborating and competing with each other. 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.

Pupils should be taught to:

- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Key Stage 2 Units:

Basketball, invasion games, health & fitness, gymnastics, multi-skills, dance, handball, throwing & catching, rounders, ultimate frisbee, athletics, tennis

PE 2-year Rolling Programme

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamental Movements	Gymnastics/ Fundamentals	Dance	Throw, Catch, Passing & Receive	Team Building/problem solving	Athletics
Year 1 & 2	Invasion Games	Gymnastics	Dance	Ball skills	Striking & fielding games	Athletics
	<i>Attacking and defending principles - dribbling focused sports (handball, basketball, hockey)</i>	<i>Jump, roll, balance, support</i>	<i>Basic travels, sequence, spacing</i>	<i>dribbling, throwing accuracy, bouncing, passing, receiving</i>	<i>Fielding, backing up, striking with direction</i>	<i>Run, jump, throw</i>
Year 3 & 4	Invasion games - Tag Rugby focus	Gymnastics	Dance	Handball	Tennis	Striking and Fielding games
	<i>Attack v defence invasion games Evading defenders and passing skills. Rugby/end zone games</i>	<i>Sequence, group work, transition</i>	<i>Group choreography</i>	<i>Skills: Throwing, catching, movement, evasion.</i>	<i>Striking with accuracy. Forehand and backhand.</i>	<i>Cricket, kickball and rounders skills</i>
Year 5 & 6	Tag Rugby	Gymnastics	Dance	Handball	Tennis	Striking and Fielding games
	<i>Attacking and defensive shape. 2 v 1, 3 v 2 building to competition.</i>	<i>Perform, refine, advanced movements</i>	<i>Dance creation - student design. Partner work, lifts</i>	<i>Dribbling, passing, shooting, rules, attack v defence</i>	<i>Forehand, backhand, serve, basic rules.</i>	<i>Competitive tactics and techniques: cricket, rounders, kickball</i>

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fundamental Movements	Gymnastics/ Fundamental movements	Dance	Throw, catch, pass & receive	Team Building/problem solving	Athletics
Year 1 & 2	Introduction to invasion games	Health and fitness	Multi-skills - hand-eye coordination	Object control and striking	Throwing, catching & fielding games	Athletics
	<i>Attacking and defending principles</i>	<i>Circuit training: health and skill related fitness</i>	<i>Throwing, catching, rolling, bouncing, trapping.</i>	<i>Hockey, floor tennis, balancing objects, batting</i>	<i>How to field. Throwing accuracy and running games</i>	<i>Run, jump, throw</i>
Year 3 & 4	Basketball/Netball	Health and Fitness	Volleyball	Hockey	Invasion games	Athletics
	<i>Invasion skills + dribbling, different passes & scoring</i>	<i>Effects of exercise on the body. Different types of training</i>	<i>Basics of dig, set. Throw volleyball. Basic rules</i>	<i>Invasion game theme with hockey focus</i>	<i>Frisbee, handball, end ball type games</i>	<i>Greater level of technique</i>
Year 5 & 6	Basketball/Netball	Health and Fitness	Volleyball	Hockey	Ultimate frisbee	Athletics
	<i>Technical detail & tactics</i>	<i>Muscle groups, diet & nutrition</i>	<i>Dig, set, serve, passing, rallying, rules</i>	<i>Dribbling, passing, shooting, rules, attack v defence</i>	<i>End zone invasion games. Throwing accuracy</i>	<i>Advanced techniques. Video analysis and recording results.</i>

Impact

- All children will use PE vocabulary accurately.
- Children will understand basic rules of a variety of sports and activities.
- Children will be able to apply fundamental movement patterns to different activities and be able to explain how to correctly perform a skill.
- Children in early years will be able to work in teams and use basic tactics to complete challenges and support team-mates.
- Children will begin to make relevant links from PE to other curriculum subjects, such as ICT and science. They will improve their physical skills and levels of physical activity.
- KS2 students can play, officiate and coach a variety of individual and team sports, applying PE terminology correctly and differentiate language appropriately.
- KS2 children will be able to identify correct and incorrect techniques to improve the performance of themselves and others.
- All children in the school will be able to speak confidently about their geography learning, skills and knowledge.
- All children will develop an understanding of healthy lifestyles and the impact this has on health and wellbeing. This includes healthy diet.