

# Sparkenhoe Physical Education Curriculum

## Subject Rationale

Children start school with a mixture of previous sporting and physical activity experiences. Some have been introduced to some games and sports at home, possibly even being members of clubs or teams, whilst other have had very little in the way of exposure to the basic skills needed to underpin success. **By the end of the children's time at primary school, they will have** been introduced to a variety of sports learning how to play and enjoy games within the rules. Children will move efficiently and competently to maximise performance. They will have learnt both transferrable skills and those specific for certain activities which they will build upon and the children will know how to apply these to different game situations. Children will understand different offensive and defensive strategies, know how to apply them and evaluate the positives and negatives of their performances. They will also understand the importance of identifying and exploiting space. Competition will encourage children to build a winning mentality and with guidance they will be taught to be humble in victory and how to positively manage defeat. A positive introduction to sport will build confidence, perseverance and resilience within each child and give them the strength to believe in themselves and **their ability as well as giving the courage to try new things. Playing within teams will support the development of children's** social interaction skills and again with guidance teach them to control and manage their emotions. Through PE and cross curricular activities, children will understand the importance of personal hygiene, health and fitness and will be encouraged to implement these areas of importance within their daily routines. All of which will give them the tools to live healthy, active lives as they grow up.

## Organisation

In the Foundation Stage, PE is taught through planned sessions and activities and through provision. Children develop their gross motor skills through planned, incidental and child initiated activities. Both Foundation 1 and Foundation 2 have planned units which focus on specific skills. In KS1 and KS2, PE is taught in 5 unit of 7 weeks throughout the year. In each **Year Group, children have an hour lesson every week. This compliments a shorter "Witness the Fitness" session, which promotes** general physical fitness for up to half an hour a week. Each unit focuses on either Net/wall games, Dance, Invasion Games, Athletics, Strength and Conditioning and Swimming. Swimming is taught by trained Leicester City Council swim instructors. Outdoor and Adventurous Activities are taught as part of a suitable Topic Unit and orienteering and other adventurous activities are planned as part of external trips and visits. For lessons other than Outdoor and Adventurous Activities and Swimming, a unit is constructed of a series of lessons that teach specific skills and knowledge. These are taught as a **"closed skill" before being used as an "open skill" in a game at the end of the** lesson. The unit culminates in larger games, more representative of actual competition, which gives the opportunity to utilise the learning throughout the unit.

Each unit has a Medium Term plan, which details the rationale of the unit, the progression from previous linked units taught lower down the school and all the relevant objectives. To ensure progression across different year groups, the National Curriculum has been broken down into incremental statements. Elements of the PE curriculum are also taught through Science and PSHE. Extra curricula opportunities are available for all children and opportunities to take part in competitions, sporting events and activity days. Lunchtime sessions, geared **towards the children's interests, complement the curriculum and allow children to apply skills.**

## Foundation Stage

Through a series of units and sessions children are taught to perform some basic skills that underpin the activities undertaken later in the school. They learn control, build stamina and learn the basics of games whilst building a love and enjoyment of sport. Children apply these skills in provision and through other teacher led and child initiated activities. Outdoor learning is planned to ensure a breadth of opportunities for children to develop gross motor skills.

F1	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	<u>Block 6</u>
	Activities alternate weekly with Music and Movement sessions. Gross and fine motor skills are supported daily in continuous provision.					
	Spatial awareness, start/stop, speed of movement Following instructions to play simple games. Moving around safely and developing an understanding of appropriate movement in different environments.	Throwing and catching  Bean bags and ball skills, throwing to a partner as well as at a target.	Spatial awareness, start/stop, speed of movement Following instructions to play simple games. Moving around safely and developing an understanding of appropriate movement in different environments.	Balance and hold a pose  Children play games to develop their balance and core strength,	Moving appropriately from A to B  Children choose the best way to move, taking into account obstacles in their path.	Climbing  Children have the opportunity to explore large apparatus.
Through these planned activities and continuous provision children will:						
<ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game.</li> <li>• Use large-muscle movements to wave flags and streamers.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>• Show a preference for a dominant hand.</li> </ul>						
F2	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>	
	<u>Fundamental Movements</u> Children take part in activities to build listening skills. These include repeat-after-me games, starting and stopping games and games with changing instructions. Children begin to realise the importance of following instructions correctly to provide them with an understanding of what they are doing and to keep them safe. Children also develop spatial awareness and gain experience moving in a variety of ways.	<u>Games 1</u> Children begin handling new equipment such as beanbags, tennis rackets and a variety of different-sized balls. They experiment with the equipment freely before using the equipment to break down specific skills such as rolling, balancing, catching and throwing. Children will continue to build upon their movement and coordination skills through different instruction-based activities that include the new equipment.	<u>Gymnastics</u> Children learn to transfer weight from one body part another. They explore different modes of travel, over some apparatus and levels and in different directions. Eventually they work towards making choices in a simple sequence of movements.	<u>Games 2</u> Children are introduced to the concept of competitive games. The children will take part in a variety of races and sport-based competitions to educate them on the importance of good sportsmanship. Children will need to rely on their listening skills to ensure they understand and abide by the set rules of each game. Games will include movement races and activities that involve equipment.	<u>Introduction to Sports</u> Children learn a variety of different team games such as relays, hand-over the-hula hoop and variations of <b>tig and 'stuck in the mud.'</b> Children will learn how to work together as part of a team and build upon their understanding of turn-taking.	
	Through these planned activities and continuous provision children will:					
<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, climbing, jumping, dancing, hopping, and skipping.</li> <li>• Negotiate spaces and obstacles safely, with consideration for themselves and others.</li> </ul>						

## Key Stage 1

Through units that are based on fundamental and transferrable skills whilst building core strength and fitness, the children learn a variety of different sports. This provides a basis for them to learn more technical skills, tactics and further improve performance in KS2. The children learn individual skills in a sequence of lessons that build up to a complete performance,

	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>
Year 1	<u>Fundamental Movement</u>	<u>Games 1</u>	<u>Dance</u>	<u>Strength and conditioning</u>	<u>Athletics</u>
	<p>Children will perform different running and jumping patterns through the use of markers, hurdles and ladders. The purpose of this is to frequently repeat these skills in isolation to encourage correct movement patterns, control and efficiency. Throwing and catching will also be implemented to keep a good level of consistency and continue to build upon the base level of skills. This will improve hand-eye coordination and reaction time as well as enhancing the quality of movement and performance.</p>	<p>Children learn to play fairly and safely by adhering to set rules. Through play, they will learn to identify space and avoid collisions. They will also learn to react and respond to the sound of a whistle. Children will develop teamwork skills by working with partners and within small groups. They will explore different strategies and identify those which are successful. Children will play sports, such as, football and basketball that have been modified in order for them to understand the concept of the games. This will also give them the time to process information and then perform previously practised skills or actions. Children will learn the basic skills of throwing and catching a ball, kicking and stopping a ball with their feet, along with balancing and hitting a ball with a bat. These skills will be the base level in order to build upon in Year 2. Basic strategies of attacking and defending will be introduced.</p>	<p>Children will make their own dances in response to stimuli related to <b>Rainbow Fish and We're going on a Bear Hunt</b>. Throughout the unit, children will perform basic actions with increasing control. They will choose appropriate dance actions to convey parts of a story, changing speed, direction, pathway and formation.</p>	<p>Children will be introduced to squats, lunges and the sprint-start position and will be encouraged to perform them with the correct technique. The purpose of this is for the children to become familiar with certain exercises to build and strengthen muscles which encourage the body to control the load and force produced during play. This will enhance performance and reduce the risk of injury. Throwing and catching will also be implemented to keep a good level of consistency and continue to build upon the base level of skills. This will improve hand-eye coordination and reaction time as well as enhancing the quality of movement and performance.</p>	<p>Children will be introduced to different athletic events and races, such as, long jump, javelin, shot put, sprint and relay. The purpose of this unit is for the children to be aware of track and field events in order for them to compete. Children will learn the basic rules of each event so they compete fairly. Also, they will understand what the word disqualified means and how it is applied.</p>

<p>Year 2</p>	<p><u>Strength and conditioning</u></p> <p>Children will revise the Year 1 exercises and be encouraged to perform them with the correct technique. The purpose of this is for the children to become familiar with certain exercises to build and strengthen muscles which encourage the body to control the load and force produced during play. This will enhance performance and reduce the risk of injury. More complex throwing and catching will also be implemented to keep a good level of consistency and continue to build upon the base level of skills. This will improve hand-eye coordination and reaction time, as well as, enhancing the quality of movement and performance.</p>	<p><u>Invasion 1: Football/Basketball</u></p> <p>A further layer of rules will be taught within the sports of football and basketball. Children will continue to work with partners and within small groups to further develop their teamwork skills and work together to become comfortable with receiving and distributing balls at different angles. In football, they will learn how to pass and control a football with the inside of their foot, along with dribbling a ball and striking it with their laces. In basketball, they will learn how to dribble the ball and how to perform a chest pass. They will also rehearse the shooting action using small balls and a low basketball hoop or target. The attacking strategy of finding space within an area and how to reduce space when defending will be introduced.</p>	<p><u>Gymnastics</u></p> <p>Children will continue to explore gym apparatus to develop strength and confidence. All actions performed will begin with a clear starting position and finish with a clear ending position. Balances will be practised to develop core strength and control, along with holding balances and performing jumps on a wide beam. Children will combine skills and perform a sequence that demonstrates fluency using different shapes (floor), jumps and turns that they have learned. Children will begin to evaluate their performances.</p>	<p><u>Invasion 2: Hockey</u></p> <p>Basic rules will be taught within the sport of hockey. Children will learn how to hold a hockey stick correctly. They will work with partners and within small groups to further develop their teamwork skills and work together to become comfortable with receiving, distributing and dribbling balls in isolation. The attacking strategy of finding space within an area and how to reduce space when defending will be consolidated.</p>	<p><u>Striking and fielding (cricket)</u></p> <p>Children will work with partners to further develop their teamwork skills and work together to become comfortable with receiving and distributing balls in different ways. They will focus on rolling a ball as well as throwing underarm and overarm, and catching a ball with one hand. The children will build upon their batting skills and their ability to identify space in which to exploit. They will also learn the importance of reacting quickly in order to be more effective and understand that each member within a team has a vital role to adhere to.</p>
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Within the PE progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example, the Year 2 Gymnastics unit, follows on from the children in F2 being introduced to large apparatus. Children will have explored gym apparatus, practiced holding static balances and walking in a straight line with control. In Year 2 children will progress to beginning all actions with a clear starting position and finish with a clear ending position. Children will also be able to perform jumps and forward rolls.

## Key Stage 2

In KS2, the children focus more specifically on individual sports and the skills that are used in them. They learn hockey, football and basketball as invasion games, cricket as a striking and fielding game and tennis as a net/wall game. These sports were selected to both broaden the children's sporting horizons and also accommodate their interests outside of school. In LKS2 the children combine 2 invasion games and the net/wall and athletics to allow focus on transferrable skills and be a basis for introducing more complex skills. In UKS2 the children focus on individual sports in units, allowing more time to refine performance, develop tactical awareness and analyse sporting performance.

	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>	<u>Block 4</u>	<u>Block 5</u>
Year 3	<u>Strength and conditioning</u>	<u>Invasion 1: Hockey</u>	<u>Dance</u>	<u>Invasion 2-Football/Basketball</u>	<u>Striking and fielding (cricket)</u>
	<p>Children will be introduced to some new basic exercises. This unit will explore new movements and a range of exercises that will build <b>the children's cardio</b> vascular fitness, hand eye co-ordination, balance and strength. They will be encouraged to perform them with the correct technique, with children beginning to evaluate their peers. All skills that underpin the PE units will be implemented to keep a good level of consistency and continue to build upon the base level of skills. This will enhance the quality of movement and performance.</p>	<p>A further layer of rules will be taught within the sport hockey. Children will be reminded how to hold a hockey stick correctly. They will continue to work with partners and within small groups to further develop their teamwork skills and work together to become comfortable with receiving, distributing (push-pass) and dribbling balls at different angles and various distances in isolation. The attacking strategy of finding space whilst in control of a ball and strategies of how to defend an opponent within isolated scenarios will be consolidated.</p>	<p>In this unit the children develop a dance related to the theme of explorers and journeys. It encourages the development of short dance phrases that communicate ideas and enable the children to share and create dance phrases with a partner or small group. Rhythmic and dynamic qualities are emphasised and pathways are explored. Children will have the opportunity to talk <b>about their own and other's dances</b>, suggesting improvements.</p>	<p>Children will be reminded and encouraged to follow and implement the rules within the sports of football and basketball taught in the previous year. Children will continue to work with partners and within small groups to further develop their teamwork skills and work together to become comfortable with receiving and distributing balls at different angles and various distances. In football, they will learn how to pass and control a football with the inside of their foot with improved accuracy and consistency, along with dribbling a ball between cones and striking it with their laces whilst controlling a desired height. In basketball, they will continue to develop their dribbling skills and learn how to perform a bounce pass. They will also learn to shoot a basketball in isolation. The attacking strategy of finding space whilst in control of a ball and strategies of how to defend an opponent within isolated scenarios will be implemented.</p>	<p>Children will continue to develop their skills in receiving and distributing balls in different ways. They will further progress by using targets of different sizes, placed at a range of distances. The children will build upon their batting skills by swinging the bat with control and focusing on hitting the ball low to avoid being caught out. They will also continue to develop their skills in reacting quickly in order to be more effective and begin to <b>understand each member's role</b> within their team.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Children will explore different take offs (jumps) and landings to identify their strengths and preferences when performing and competing within the events of long jump and triple jump.</p>

Year 4	<p><u>Circuits, Strength and Conditioning</u></p> <p>Children will be introduced to exercises and encouraged to perform them with the correct technique. The purpose of this is for the children to become familiar with certain exercises to build and strengthen muscles which encourage the body to control the load and force produced during play. This will enhance performance and reduce the risk of injury. Throwing and catching will also be implemented to keep a good level of consistency and continue to build upon the base level of skills. This will further improve hand-eye coordination and reaction time as well as enhancing the quality of movement and performance.</p>	<p><u>Invasion 1: Hockey</u></p> <p>Children will be reminded and encouraged to follow and implement the rules within the sport of hockey taught in the previous years. Children will continue to work with partners and within small groups to further develop their teamwork skills and work together to become more comfortable and effective with receiving, distributing (push-pass), dribbling and shooting a ball at different angles and various distances in isolation as well as beginning to perform these skills with the reverse stick. The attacking strategy of finding space whilst in control of a ball and strategies of how to defend an opponent within game scenarios will be consolidated.</p>	<p><u>Gymnastics</u></p> <p>Children will continue to explore gym apparatus to develop strength and confidence. All actions performed will begin with a clear starting position and finish with a clear ending position. Balances will be practised to develop core strength and control, along with holding balances on a beam/bench. Children will perform a planned sequence using different shapes (floor), and a greater variety of jumps and turns that they have learned.</p>	<p><u>Invasion 2 : Football/Basketball</u></p> <p>Children will be reminded and encouraged to follow and implement the rules within the sports of football and basketball taught in the previous years. Children will continue to work with partners and within small groups to further develop their teamwork skills and work together to become more comfortable with receiving and effective when distributing balls at different angles, various distances and heights. In football, they will learn how to pass and control a football with the inside of their foot with further improved accuracy and consistency, along with dribbling a ball whilst scanning the playing area and striking a ball with their laces, controlling a desired height and with increased power. In basketball, they will continue to develop their dribbling skills and decide which pass would be most effective within each passing opportunity. They will also learn to shoot a basketball from a variety of angles and distances. The attacking strategy of finding space whilst in control of a ball and strategies of how to defend an opponent within game scenarios will be implemented.</p>	<p><u>Striking and fielding (cricket)</u></p> <p>Children will continue to develop their skills in receiving and distributing balls in different ways. They will further progress from hitting targets of different sizes, placed at a range of distances whilst in motion. The children will build upon their batting skills by using the bat with control, hitting the ball off different angles into gaps identified within the field in attempt to score more runs. They will also continue to develop their skills in reacting quickly in order to be more effective and make conscious decisions to position themselves in good areas within the field.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Children will learn how to throw a shot put and javelin. The actions of each skill will be broken down and practised in isolation and then put together to be performed in one fluent movement.</p>
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Outdoor and Adventurous Activities

This unit allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.

Year 5	<p><u>Circuits, Strength and Conditioning</u></p> <p>The children will be introduced to the units of work that they will be working on throughout the year and begin, with some help, to identify the key skills and attributes they will need to be successful in these. They will then plan and carry out a series of circuits that will allow them to build up the motor programs and requisite strength to enhance their performance in the subsequent units.</p>	<p><u>Invasion: Basketball</u></p> <p>Children will continue to apply the rules within the sport of basketball and begin to implement tactics to overcome opponents. Children will advance to small sided games to further develop their teamwork skills and work together to become more comfortable with receiving and more effective when distributing balls at different angles, various distances and heights. They will continue to develop their dribbling skills and decide which pass would be most effective within each passing opportunity. They will also learn to shoot a basketball from a variety of angles and distances. The attacking strategy of finding space whilst in control of a ball, strategies of how to defend an opponent and how to adapt if or when necessary will be implemented. Children will also analyse video to evaluate performances.</p>	<p><u>Dance</u></p> <p>In this unit the children will learn a dance that uses movement patterns and motifs to represent the ways in <b>which the earth's crust breaks</b>, moves free and reforms. It is made in to a whole class dance in which group shapes and focus change often. The dynamic qualities of speed and weight are explored and developed along with spatial qualities of movement. The children will express intention and evaluate their performance.</p>	<p><u>Athletics</u></p> <p>Children will analyse and critique performances then apply improved knowledge and understanding to their own performances within sprinting, relay, long jump, triple jump, shot put and javelin. They will learn techniques for performing each discipline and practice these to improve.</p>	<p><u>Net/wall Games: Tennis</u></p> <p><b>The children's main</b> focus will be hitting a ball using the forehand, backhand and volley strokes, firstly self-serving and then progressing to a partner serve. They will develop their ability to hit a ball and return it back to their partner with control. Children will also practise their throwing skills in order for partner service to be at an adequate quality to work from. Children will continue to develop their forehand, backhand and volley strokes throughout. They will also focus on returning the ball across court whilst maintaining a centre court position. They will develop their ability to hit a ball from/at different angles and return it back to/beyond their partner with control.</p>
<p><u>Swimming</u></p> <p>The <b>children's</b> previous experiences vary massively. Some children will have had swimming lessons outside of school and be confident swimmers, however there are other children who have never been to a swimming pool. By the end of the sessions, most children will be comfortable and confident within the water. They should be able to get into the water safely, float on their fronts/backs (with/without buoyance aid) and fully submerge their heads under the water. Freestyle, backstroke and sculling will be a further progression before developing in the breaststroke. Being able to swim 25m in any suitable stroke is a priority. The children will also perform safe self-rescues in different water-based situations.</p>					
<p><u>Outdoor and Adventurous Activities</u></p> <p>This unit covers a range of fundamental skills needed for orienteering, such as agility and endurance, navigation skills and map reading. During the unit, children will also be required to work as part of a team, to solve a range of problems that focus on collaboration and effective communication. They will improve their understanding of maps and learn about the features of an orienteering map, applying this understanding when completing an orienteering exercise. In the final lesson of the unit, they will work collaboratively to plan and prepare an orienteering <b>course and also have a go at completing timed orienteering courses that others' have designed</b>. <b>There is a focus on cooperation</b>, communication and teamwork throughout the unit, which are all essential skills needed for outdoor adventurous activities.</p>					

Year 6	<p><u>Circuits, Strength and Conditioning</u></p> <p>As with Yr 5, the children will know the units they are going to follow in <b>this year's cycle. They will also look back</b> at the skills they have learnt in previous years. From this starting points, they will develop a series of circuits that focus on the key attributes they believe they will need to be successful in these. This will culminate in them delivering their circuits to others and evaluating their success.</p>	<p><u>Invasion 1-Football</u></p> <p>Children will continue to apply the rules within the sport of football and begin to implement tactics to overcome opponents. Children will advance to small sided games to further develop their teamwork skills and work together to become more comfortable with receiving and more effective when distributing balls at different angles, various distances and heights. In football, they will learn how to pass and control a football with the inside of their foot with further improved accuracy and consistency, along with dribbling a ball whilst scanning the playing area and striking a ball with their laces, controlling a desired height and with increased power. Children will also analyse video to evaluate performances.</p>	<p><u>Gymnastics</u></p> <p>Children will continue to explore gym apparatus to develop strength and confidence. All actions performed will begin with a clear starting position and finish with a clear ending position. More complex balances will be practised to develop core strength and control, along with holding balances and performing jumps on a beam. Children will demonstrate increasing control and creativity when combining skills. They will plan and perform a sequence that demonstrates fluency using different shapes (floor), jumps and turns that they have learned to a specific brief and with links between.</p>	<p><u>Invasion 2: Hockey</u></p> <p>Children will continue to apply the rules within the sport of hockey and will consolidate tactics to overcome opponents. Children will continue to play small sided games to further develop their teamwork skills and work together to become more comfortable, effective and consistent with receiving, distributing (push-pass), dribbling and shooting a ball at different angles and various distances as well as improving these skills when using the reverse stick. The attacking strategy of finding space whilst in control of a ball, strategies of how to defend an opponent and how to adapt if or when necessary will be consolidated. Children will also analyse video to evaluate performances, identify improvements that could be made and apply these in future sessions.</p>	<p><u>Striking and fielding: Rounders</u></p> <p>Children will continue to develop their skills in receiving and distributing balls in different ways. They will further progress from hitting targets of different sizes, placed at a range of distances whilst in motion with improved accuracy and consistency. The children will build upon their batting skills by using the bat with control; selecting and performing the most effective shot and hitting the ball off at different angles into gaps identified within the field in attempt to score more runs. They will also continue to develop their skills in reacting quickly in order to be more effective; make conscious decisions to position themselves in good areas within the field to prevent runs being made and cover team members to prevent overthrows.</p>
<p style="text-align: center;"><u>Outdoor and Adventurous Activities</u></p> <p>This unit focuses on problem-solving activities and challenges. Throughout the unit, children will be required to work as part of a team, to solve a range of different problems that focus on collaboration and effective communication, testing their levels of perseverance as well as leadership skills. They will take part in a range of team building activities, improve their understanding of maps and learn about the features of an orienteering map, applying this understanding when completing an orienteering exercise. In the final lesson of the unit, they will work collaboratively to plan and prepare an orienteering course and subsequently attempt completing timed orienteering courses that other pupils have designed. There is a focus on cooperation, communication and teamwork throughout the unit, which are all essential skills needed for outdoor adventurous activities.</p>					
<p>Within the PE progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example in the Year 5 tennis unit children have previously developed their hand eye co-ordination through striking and fielding units. This skill will be transferred into the tennis unit and children will develop precision when striking and returning a ball. The children will be aware of boundaries and pitches, will can be applied to their new understanding of the tennis court.</p>					