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**Intelligence and skills can only function
at the peak of their capacity when
the body is healthy and strong.**

— John F. Kennedy



Physical Education

PE Intent

Why do we teach PE?

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.

What is the aim of our curriculum for PE?

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.

Physical Education Intent

What do we teach in our Physical Education curriculum?

Years 3 & 4 Pupils will

- be taught to use running, jumping, throwing and catching in isolation and in combination
- play modified competitive games for invasion games such as in Hockey, Tag Rugby, Football and netball
- develop flexibility, strength, technique, control and balance through gymnastics
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team- such as orienteering
- Begin to swim competently up to a distance of at least 15 metres
- Begin use a range of strokes [for example, front crawl, backstroke and breaststroke]

Years 5 & 6 Pupils will

- use running, jumping throwing and catching in small games and will be taught to play competitive games where appropriate
- play competitive games (modified where appropriate) for invasion games such as in Lacrosse and Ultimate Frisbee
- plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.
- combine flexibility, techniques and movements to create a fluent sequence in dance.
- through outdoor adventurous activities interprets simple maps. They will choose and apply strategies to solve problems with support.
- swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

PE Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Games: Netball	Fitness	Gymnastics: Rolling Turning Travelling in different directions	Dance:	Games: Striking and Fielding	Swimming
	Games: Multi sports	Games: Invasion games	Games: Hockey	Games: net and wall games	Athletics	Swimming
Year 4	Games: Multisports	Fitness	Gym: Rolling	Dance	Rounders	Swimming
		Games: Invasion Games	Games: Tag Rugby	Games: Tennis	Athletics	Swimming

PE Content Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Multi sports	Games: Invasion Games	WW2 Dance	Gym: Turning and Spinning	Athletics	Swimming
	Games: Invasion Games	Fitness	Games: Lacrosse	Games: Net and Wall Games	Striking and Fielding	Swimming
Year 6	Hockey Small sided games/ Attacking and defending strategies	Netball Select the most appropriate person to pass to	Gym: Counter balance and counter tension Flight	Dance Working together to produce a dance	Striking and fielding	Swimming/Water safety
	Tag Rugby Small sided games/ identify how a team's tactics can improve performance	Games: Lacross Use rules appropriately within game	Games: Football Work with others to organise games	Games: Tennis – move to hit and return a ball accurately	Athletics Develop body positioning	Swimming/Water safety

Physical Education Implementation

How is PE taught at Westende Junior School?

- The class teacher will mainly focus on curriculum PE areas; Gymnastics, Dance, Striking and fielding, Invasion Games, Net and Wall Games, Fitness, Athletics and Swimming.
- In class PE, an individualised programme of study has been designed in all curriculum areas. In Gymnastics, Val Sabin plans are used and in Swimming, teachers follow the Swim England- Learn to Swim framework. From these the long and medium term overviews ensure a balance of units for all areas of PE in all year groups and demonstrate progression across the whole school. In lessons they can be used as a basic weekly lesson plan and be adapted to meet the needs of the pupils as appropriate. There is flexibility within the units to allow for cross curricular teaching where appropriate, for example relating dance to class topic work.
- Sports initiatives are used to keep pupils active, Christmas Lapland Challenge, School Games, Go Noodle, lunchtime play. Additional sports events are planned for example clock sports, sports relief, bikeability and Walk to School Week. Across the school, inter-house sports competitions take place in cross country, netball, football, swimming, tag rugby and athletics
- Pupils will develop their individual and team skills and work in differing groups to enable skill and knowledge sharing, co-operation and social interaction on different levels. They are given the opportunity to compete against children from other schools
- Within other curriculum lessons there is an aim for greater physical activity.

Physical Education Key Concepts



PE Progression Map – Games

Throwing and Catching and Understanding Space	Working with Others	Bat and Ball Skills	Throwing Skills
3 <ul style="list-style-type: none"> Show control in a range of different throws/ passes. Find space and keep possession of a ball within a team game. Develop ideas for attack and defence. 	<ul style="list-style-type: none"> Select and apply simple tactics individually. Work co-operatively in small groups. Follow rules of a game. 	<ul style="list-style-type: none"> Strike a ball with relative accuracy. Aim a ball to make it more difficult for an opponent. Hit a ball with a range of different bats / racquets. 	<ul style="list-style-type: none"> Develop feeding / bowling skills.
4 <ul style="list-style-type: none"> Pass a ball accurately with hands or feet when moving around in a game. Pass and move to retain possession and progress down the pitch. Begin to develop marking and interception. 	<ul style="list-style-type: none"> Understand, use and adapt simple tactics individually and in a group. Work co-operatively in a competitive game. Invent rules for a game to make it easier or more complex. 	<ul style="list-style-type: none"> Hit to develop accurately over a net or at a target. Move to hit a ball. Strike with control from a static base or from a bowled ball aiming into spaces. 	<ul style="list-style-type: none"> Begin to field / bowl with control, making accurate throws.
5 <ul style="list-style-type: none"> Reinforce and develop passes and movements. Dodge / move, receive, pivot and pass. Mark a player or space to intercept and pass. 	<ul style="list-style-type: none"> Begin to organize a team to enhance performance. Work with others to organise and manage games. Use a more complex rule in a game. 	<ul style="list-style-type: none"> Try to hit into a space on opponents court to score a point. Understand how to position their body to receive a ball. Strike using a bat to a target area. 	<ul style="list-style-type: none"> Further develop and extend catching (high, low, bounce, to one side, directly) and fielding (towards, chase, support another fielder) skills.
6 <ul style="list-style-type: none"> Select the most appropriate person to pass to within a game and the most appropriate pass for accuracy. Work with a team or alone to gain possession. Use a range of attacking and defending skills within team games. 	<ul style="list-style-type: none"> Identify how a team's tactics can improve their performance to increase scores. Work with others to organize and manage games for younger pupils. Describe and use rules appropriately within different games. 	<ul style="list-style-type: none"> Develop a small sided scoring game. Move to hit and return a ball accurately. Use a range of shots or strokes appropriate to the game. 	<ul style="list-style-type: none"> Bowl in a competitive situation. Field and return the ball accurately.

PE Progression Map

Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
3	<ul style="list-style-type: none"> Develop $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and full turn on floor and $\frac{1}{4}$ and $\frac{1}{2}$ turn on equipment. With guidance, link 3 or 4 moves in a floor routine including a balance, jump and turn. Travel in different ways creating curved and straight line patterns using high and low positions. 	<ul style="list-style-type: none"> Use tuck shape on floor and equipment. Explore body shapes in balances improving body tension. Balance at different levels using sequences. 	<ul style="list-style-type: none"> Develop teddy bear roll. Develop independent log roll with tension. 	<ul style="list-style-type: none"> Using team gym format perform competition using bench/box improving body tension and timing in correct run up, straight/star dismount and line up. 	<ul style="list-style-type: none"> Investigate shapes to movement across and around the units safely changing from 4 to 2 or 3 points of contact.
4	<ul style="list-style-type: none"> Use symmetrical and asymmetrical shapes to spin and turn. Independently link 3 or 4 moves in a floor routine including a balance, jump and turn. Develop working with a partner to travel in different ways creating curved and straight line patterns, high/low positions and stretched and curled shapes. 	<ul style="list-style-type: none"> Jump, travel and hold positions using a variety of shapes. Move into balance and out using different directions and levels. 	<ul style="list-style-type: none"> Begin to understand how to link teddy bear rolls to move through 360°. Develop log roll with body tension and direction. 	<ul style="list-style-type: none"> In team gym competition use identically identifiable shaped jumps in each routine (springboard, box). 	<ul style="list-style-type: none"> Start to use 2/3 points of contact to explore shapes within the apparatus

PE Progression Map

Gymnastics

	Movements and transitions	Shapes and Balances	Rolls	Team Gym	Using Equipment
5	<ul style="list-style-type: none"> • Include more complex spins and rotations in routines, showing variations in speed, shape and direction. • Develop a sequence showing two jumps, a roll, travelling and a balance. • Develop jumping in different directions using linking movements to continue travelling or return to a start point. 	<ul style="list-style-type: none"> • Practice straight, star, pike, straddle and tuck shapes improving body tension on floor and equipment using three contact points. • Use feet apart and feet together and wide and narrow shapes to develop flight from feet-hands- feet. 	<ul style="list-style-type: none"> • Link 2 teddy bear rolls to move through 360°. 	<ul style="list-style-type: none"> • Improve speed of run up and timing to compete in team gym format routines (box, springboard). 	<ul style="list-style-type: none"> • Climb on wall bars, moving around units at varying heights investigating shapes and balances using various numbers of points of contact.
6	<ul style="list-style-type: none"> • Adapt and transfer rotational skills and sequences onto the equipment used. • Develop own team routine and repeat as a team using travel, turns, balances, jumps and rolls on the floor. • Plan a sequence with a partner and perform it side by side and one behind the other in sync and in canon. 	<ul style="list-style-type: none"> • Practise straight, star, pike, straddle and tuck shapes, improving body tension on floor and equipment using two contact points. • Move into and out of balances and counter balances with control, using jumps or travelling movement in different directions. 	<ul style="list-style-type: none"> • Link 2 or more teddy bear rolls fluidly. 	<ul style="list-style-type: none"> • Design and perform own team gym floor routine using balances, turns , jumps (roll) with identically identifiable shapes. • Compete 2 routines from spring board in team gym format routines. 	<ul style="list-style-type: none"> • Climb confidently on wall bars, moving around units at varying heights investigating shapes and balances with increased body tension using various numbers of points of contact.

PE Progression Map – Athletics

	Running	Jumping	Throwing
3	<ul style="list-style-type: none"> Begin to understand techniques for efficient sprinting. Begin to understand the need for pacing for different distances. Begin to use techniques for relay racing. Understand the footwork pattern used to hurdle. 	<ul style="list-style-type: none"> Begin to use 1 to 2 footed technique for a running jump using take off board. Begin to use scissors technique on high jump equipment. 	<ul style="list-style-type: none"> Begin to understand the range of throwing actions required for a variety of equipment.
4	<ul style="list-style-type: none"> Develop efficient sprinting techniques. Develop pacing for different distances. Develop techniques for relay racing. Develop the footwork pattern for efficient hurdling. 	<ul style="list-style-type: none"> Develop 1 to 2 footed technique for a running jump with use of take-off board. Develop scissors technique and demonstrate a safe landing. 	<ul style="list-style-type: none"> Develop throwing action required for a variety of equipment.
5	<ul style="list-style-type: none"> Develop efficient sprinting techniques. Develop pacing for different distances. Develop techniques for relay racing. Develop the footwork pattern for efficient hurdling. 	<ul style="list-style-type: none"> Develop 1 to 2 footed technique for a running jump with use of take-off board. Develop scissors technique and demonstrate a safe landing. 	<ul style="list-style-type: none"> Develop throwing action required for a variety of equipment.
6	<ul style="list-style-type: none"> Improve sprinting techniques by using the techniques learned from analysis of recordings. Select the appropriate pacing to improve performance over a distance. Develop body positioning and baton changing for maximum speed whilst relay racing. Design hurdles courses according to groups requirements to achieve the correct pacing and speed. 	<ul style="list-style-type: none"> Develop speed and technique to improve distance. Develop scissors technique and pacing for a running high jump. 	<ul style="list-style-type: none"> Improve correct stance, accuracy of direction and transference of weight from back to front foot to maximize throw.

PE Progression Map – Dance

	Movements and Choreography	Performance and Impact	Describing Dance
3	<ul style="list-style-type: none"> Perform basic actions clearly and fluently. Use contrasts in shape, speed and size within a sequence. Respond to different stimulus within a setting (e.g. story, theme or culture) 	<ul style="list-style-type: none"> Use simple rhythms/patterns to structure and perform dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> Demonstrate an understanding of descriptive words when talking about dance.
4	<ul style="list-style-type: none"> Link basic actions with greater control, clearly and fluently. Combine imaginative ideas and speed, size and shape in a dance. 	<ul style="list-style-type: none"> Perform in different group formations. Begin to 'tell a story' clearly. 	<ul style="list-style-type: none"> Describe how emotions can be demonstrated in a dance.
5	<ul style="list-style-type: none"> Display how to link movements together in a logical sequence. Refine, remember and repeat dance phrases. 	<ul style="list-style-type: none"> Work with a partner to structure a routine using unison and mirroring. Perform dances expressively. 	<ul style="list-style-type: none"> Interpret and comment on other's work.
6	<ul style="list-style-type: none"> Organise small groups to develop the idea of a dance. Demonstrate the ability to transfer ideas into movement. 	<ul style="list-style-type: none"> Perform with clear meaning with increased control, fluency and accuracy. Understand the value that dance makes to different cultures. 	<ul style="list-style-type: none"> Discuss the structure of their own and others' dances.

PE Progression Map – Swimming

Swimming Skills and Water safety	Water safety
3 <ul style="list-style-type: none"> • Move forward for a distance of 7 metres (feet on or off the floor) • Blow bubbles with nose and mouth submerged • Push and glide off the wall with arms extended 	<ul style="list-style-type: none"> • Learn to enter the water safely • Learn to exit the pool safely without support
4 <ul style="list-style-type: none"> • Use recognised arm and leg actions, lying on their front and back. • Push and glide and travel 10 meters on the front • Push and glide and travel 10 metres on the back • Perform a tuck float and hold for three seconds 	<ul style="list-style-type: none"> • Exit the water without using the steps
5 <ul style="list-style-type: none"> • Swim unaided for a sustained period time over a distance of at least 15m. • Use a range of recognised strokes (such as front crawl, backstroke, breaststroke and butterfly) • Push and glide 	<ul style="list-style-type: none"> • Use a range of personal survival skills (for example sculling and floating). • Demonstrate and action for getting help
6 <ul style="list-style-type: none"> • Swim unaided for a sustained period time over a distance of at least 25m. • Swim 10 meters wearing clothes 	<ul style="list-style-type: none"> • Pace themselves in swimming challenges related to speed, distance and personal survival. • Perform a safe self-rescue. • Perform a shout and signal rescue

PE Progression Map – Health and Fitness

	Getting Reading to Exercise	Health and Fitness	Impact of Exercise on the Body
3	<ul style="list-style-type: none"> Give reasons why warming up is important. 	<ul style="list-style-type: none"> Describe why regular physical exercise improves health and fitness. 	<ul style="list-style-type: none"> Recognise how my breathing, heart beat and temperature change during exercise.
4	<ul style="list-style-type: none"> Identify activities that could be used in a warm up. 	<ul style="list-style-type: none"> Describe why regular physical exercise improves health and fitness. 	<ul style="list-style-type: none"> Recognise how my breathing, heart beat and temperature change during exercise.
5	<ul style="list-style-type: none"> Begin to plan and lead a warm-up. 	<ul style="list-style-type: none"> Know what types of fitness are important for different sports (stamina, strength, speed). 	<ul style="list-style-type: none"> Describe the way the body reacts during exercise.
6	<ul style="list-style-type: none"> Lead a class/group warm up using movement and stretches. Describe why warming up is important for the body. 	<ul style="list-style-type: none"> Know what types of fitness are important for different sports (stamina, strength, speed). 	<ul style="list-style-type: none"> Describe the way the body reacts during exercise.