

# Intent

# Our PE curriculum journey



## Rationale:

Our PE Curriculum Journey has been developed to ensure our students understand the importance of, and develop respect for themselves, others and their environment and community.

Through a wide range of physical activity experiences and opportunities children learn about the importance of looking after their own health and well-being, developing fundamental movement skills, developing their physical fitness and well-being, and about challenging themselves to be the best they can be.

POA's core values are:

**Independence**

**Communication**

**Emotional regulation**

## Aims:

Our PE curriculum aims to ensure that all pupils:

- ✓ develop competence skills 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 and are aware of how physical exercise can have a positive impact on their well-being

# EYFS Phase

<b>Movement and Space</b>	
<b>30-50 months</b>	Move freely with pleasure and confidence in a range of ways, such as sl shuffling, rolling, crawling, walking, running, jumping, skipping, sliding ar
	Use movement to express feelings
	Negotiate space successfully when playing racing and chasing games wit children, adjusting speed or changing direction to avoid obstacles
	Sit up, stand up and balance on various parts of the body
	Demonstrate the control necessary to hold a shape or fixed position
	Operate equipment by means of pushing and pulling movements
	Mount stairs, steps or climbing equipment using alternate feet
	Negotiate an appropriate pathway when walking, running or using a whe other mobility aids, both indoors and outdoors
	Judge body space in relation to spaces available when fitting into confi spaces or negotiating openings and boundaries
	Show respect for other children's personal space when playing among t
	Persevere in repeating some actions or attempts when developing a new
	Collaborate in devising and sharing tasks, including those which involve rules
<b>40-60+ months</b>	Go backwards and sideways as well as forwards
	Experiments with different ways of moving
	Initiate new combinations of movement and gesture in order to expres respond to feelings, ideas and experiences
	Jump off an object and land appropriately
	Show understanding of the need for safety when tackling new challeng
	Avoid dangerous places and equipment
	Construct with large materials such as cartons, fabric and planks
<b>Early Learning Goals</b>	<b>Move with confidence, imagination and in safety</b>
	<b>Move with control and coordination</b>
	<b>Travel around, under, over and through balancing and climbing equip</b>
	<b>Show awareness of space, of themselves and others</b>

# EYFS Phase

## Health and Bodily Awareness

<b>30-50 months</b>	Show awareness of own needs with regard to eating, sleeping and hygiene
	Often need adult support to meet those needs
	Show awareness of a range of healthy practices with regard to eating, sleeping and hygiene
	Observe the effects of activity on their bodies
<b>40-60+ months</b>	Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
<b>Early Learning Goals</b>	<b>Recognise the importance of keeping healthy, and those things which contribute to this</b>
	<b>Recognise the changes that happen to their bodies when they are active</b>

## Using Equipment and Materials

<b>30-50 months</b>	Engage in activities requiring hand-eye coordination
	Use one-handed tools and equipment
	Show increasing control over clothing and fastenings
	Show increasing control in using equipment for climbing, scrambling, sliding and swinging
	Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities
	Understand that equipment and tools have to be used safely
<b>40-60+ months</b>	Explore malleable materials by patting, stroking, poking, squeezing, pinching and twisting them
	Use increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it
	Manipulate materials to achieve a planned effect
	Use simple tools to effect changes to the materials
	Show understanding of how to transport and store equipment safely
	Practise some appropriate safety measures without direct supervision
<b>Early Learning Goals</b>	<b>Use a range of small and large equipment</b>
	<b>Handle tools, objects, construction and malleable materials safely and with increasing control</b>

## Long term plan - EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years A	Physical development Co-ordinating Movement	Physical Devel. Awareness of Space	Physical Devel. Using Equipment	Fundamental Movement Skills	Movement to Music	Fundamental Movement Skills
Early Years B	Physical development Co-ordinating Movement	Physical Devel. Awareness of Space	Physical Devel. Using Equipment	Fundamental Movement Skills	Movement to Music	Fundamental Movement Skills
Early Years C	Gymnastics / Games ( Focus on using bean bags)	Dance / Games ( Focus on using a ball)	Games ( focus on using hoops and quoits)	Gymnastics	Dance / Games ( Focus on using ropes, bats and balls)	Athletics

## Our PE curriculum journey – Lower Phase and Middle Phase

National Curriculum  Physical Education  Areas of Experience & Development	Our PE Curriculum Journey – Key Stages 1 and 2 <i>(Intent and Impact)</i> (PE MAPs®)					
	Overview of the End of Year Age Related Expectations for National Curriculum PE					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PHYSICAL</b>	Children <i>develop simple</i> fundamental movement skills (FMS), which they copy, repeat and explore with <i>basic control</i> .	Children become increasingly <i>competent and confident</i> in their simple FMS. They access a <i>broad range of opportunities to extend</i> their agility, balance and coordination <i>individually and with others</i> .	Children copy, repeat, <i>remember</i> and explore their simple FMS with increased <i>control</i> .	Children develop a broader range of skills and begin to <i>select and apply them more appropriately, with control and coordination</i> .	Children <i>select and apply their skills for use in different ways and in different contexts with good control and coordination</i> .	Children <i>link their skills to make actions and sequences of movement. They apply and perform them accurately with precision, control and physical fluency</i> .
<b>PERSONAL</b>	Children <i>begin to become aware of their own and others' feelings</i> when working together. They can <i>follow basic instructions and generally do their best</i> in any physical tasks on <i>their own</i> .	Children are able to engage in simple, <i>competitive activities against themselves and co-operative physical activities with others</i> . They generally try their hardest to do well.	Children engage and <i>collaborate</i> in partner work and <i>small group activity and start to display some simple, effective communication and co-operation skills</i> . They follow and understand <i>simple rules for competitive physical activities against others</i> . They are keen to do well.	Children display <i>more developed communication and collaboration skills</i> in partner and group work. They praise others and offer support to team mates. During competitive activity they are able to <i>cope with winning and losing</i> . They want to improve their own performance.	Children display a positive attitude towards co-operative and competitive physical activity. They work effectively as part of a team listening respectfully to the ideas of others and sharing their own. They understand the importance of fair play in competition. They persevere in <i>challenging themselves</i> to improve their own performance.	Children enjoy communicating, collaborating and competing with each other. They <i>consistently work well in team challenges</i> displaying <i>good communication skills</i> . They engage fully in individual and team competitive physical activities. They always respect rules and display a <i>good sense of fair play</i> . They display resilience and <i>challenge themselves consistently to improve their own performance</i> .
<b>COGNITIVE</b>	Children <i>describe and comment on their own and others' actions</i> .	Children talk <i>generally about the differences</i> between their own and others' simple actions and <i>suggest some improvements</i> . They begin to show a <i>basic understanding of simple tactics</i> for attacking and defending.	Children <i>describe in more detail</i> how their work is <i>different</i> from others' work, and <i>start to use</i> this understanding to improve <i>their own performance. They begin to show an increasing understanding of simple tactics and some basic compositional ideas</i> .	Children see and <i>describe in some detail</i> how their work is <i>similar to and different from</i> others' work, and use this understanding to improve <i>their own and others' performance. Tactical and compositional understanding is improving</i> .	Children observe others and compare and comment on aspects including the <i>skills, techniques, tactics, ideas and composition</i> used. They are now starting to use their findings on a <i>consistent basis</i> to refine their own performance in <i>some physical activities and sports</i> .	Children evaluate and recognise <i>correctly, and with consistency, their own and others' success</i> . They <i>regularly</i> compare and provide feedback on the <i>skills, techniques, tactics, ideas and composition</i> used in their own and others' work, and use this understanding <i>consistently to make improvements across a range of physical activities and sports</i> .
<b>HEALTH</b>	Children <i>talk about</i> how to exercise safely, and <i>describe</i> how their bodies feel when they are <i>moving and when they are at rest</i> .	Children give a <i>simple explanation</i> of how to exercise safely. They <i>describe</i> how their bodies feel <i>during different activities</i> and have a <i>simple awareness that exercise is good for them</i> .	Children can <i>describe</i> how their bodies feel if they are <i>physically active for sustained periods</i> of time, and are aware that their health will benefit. They can <i>give reasons</i> why it is important to warm up before physical activity.	Children <i>know</i> what <i>different intensities</i> of physical activity <i>feel like</i> . They can give <i>some reasons</i> why their health will benefit if they are physically active for sustained periods of time. They <i>show</i> that they can warm-up safely.	Children display a <i>good understanding</i> of the health benefits of engaging regularly in <i>vigorous physical activity</i> for sustained periods of time <i>in and out of school. They plan and demonstrate that they can take their own warm-up and cool-down safely</i> .	Children <i>explain in detail</i> how physical activity and sport contributes to a healthy lifestyle. They <i>engage in a range of physical activities and sports</i> and can <i>describe</i> some of the different <i>health benefits of each</i> . They <i>consistently</i> warm up and cool down safely in ways that suit the activity.

## Equal Semi-formal Curriculum skills progression

PE games Sports	Swimming	Physical Activities
<ul style="list-style-type: none"> <li>To prepare for the activity as a regular routine</li> <li>To warm-up and become familiar, comfortable and ready to engage in the main body of the session.</li> </ul>	<ul style="list-style-type: none"> <li>Learners will know how to behave in a pool environment.</li> <li>To prepare for entering the water.</li> </ul>	<ul style="list-style-type: none"> <li>To actively participate in a range of playground, classroom and indoor hall games.</li> </ul>
<ul style="list-style-type: none"> <li>To participate in and enjoy different forms of skill based physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>To feel safe, happy and confident in the water.</li> </ul>	<ul style="list-style-type: none"> <li>To develop gross motor skills using large play equipment.</li> </ul>
<ul style="list-style-type: none"> <li>To participate in and enjoy different formal, competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>To move in the water.</li> </ul>	<ul style="list-style-type: none"> <li>To select, access and use a wheeled toy appropriately.</li> </ul>
<ul style="list-style-type: none"> <li>To finish the activity/session</li> </ul>	<ul style="list-style-type: none"> <li>To submerge head in water.</li> <li>.</li> <li>To take feet off the bottom.</li> <li>.</li> <li>To pull with arms in water</li> </ul>	
<ul style="list-style-type: none"> <li>To be actively responsible for the safe setting up of the session and maintenance of all equipment.</li> </ul>		
<ul style="list-style-type: none"> <li>To move and handle equipment safely.</li> </ul>	.	

## Physical education programmes of study for KS1 and KS2

KS1	KS2
<ul style="list-style-type: none"><li>• 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</li><li>• Participate in team games, developing simple tactics for attacking and defending</li><li>• Perform dances using simple movement patterns.</li></ul>	<ul style="list-style-type: none"><li>• Use running, jumping, throwing and catching in isolation and in combination</li><li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li><li>• Develop flexibility, strength, technique, control and balance</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>• <b>swim competently, confidently and proficiently over a distance of at least 25 metres</b></li><li>• <b>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</b></li><li>• <b>perform safe self-rescue in different water-based situations.</b></li></ul>

## PE skills progression in Lower Phase

Lower Phase	Gymnastics	Dance	Multi skills	Ball skills (invasion games)	Throwing at catching (field games)	Striking and fielding (field games)	Athletics
A	<ul style="list-style-type: none"> <li>• To explore movement actions with control and link them together with flow.</li> <li>• To explore gymnastic actions and shapes.</li> <li>• To explore travelling on benches.</li> <li>• To explore movement actions with control, and to link them together with flow.</li> <li>• To choose and use simple compositional ideas by creating and performing sequences.</li> <li>• To repeat and link combinations of gymnastic actions.</li> <li>• To link combinations of movements and shapes with control.</li> </ul>	<ul style="list-style-type: none"> <li>• To change direction during travelling moves.</li> <li>• To link travelling moves that change direction and level. • To link moves together.</li> <li>• To use a variety of moves.</li> <li>• To explore basic body patterns and movements to music.</li> <li>• To use a variety of moves that change speed and direction. • To link together dance moves with gestures and changing direction in time to music.</li> <li>• To practise taking off from different positions.</li> <li>• To complete an obstacle course with control and agility.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore static balancing and understand the concept of bases.</li> <li>• To combine a number of co-ordination drills, using upper and lower body movements.</li> <li>• To aim a variety of balls and equipment accurately.</li> <li>• To time running to stop or intercept the path of a ball.</li> <li>• To travel in different ways, showing clear transitions between movements.</li> <li>• To travel in different directions (side to side, up and down) with control and fluency.</li> <li>• To practise ABC (agility, balance and coordination) at circuit stations.</li> </ul>	<ul style="list-style-type: none"> <li>• To master basic sending and receiving techniques.</li> <li>• To develop balance, agility and co-ordination.</li> <li>• To master basic sending and receiving skills.</li> <li>• To develop balance, agility and co-ordination.</li> <li>• To master basic sending and receiving techniques • To develop balance, agility and co-ordination.</li> <li>• To master basic sending and receiving as well as developing balance agility and co-ordination.</li> <li>• To make use of coordination, accuracy and weight transfer.</li> <li>• To develop receiving skills.</li> </ul>	<ul style="list-style-type: none"> <li>• To use throwing and catching skills in a game.</li> <li>• To practise accuracy of throwing and consistent catching. • To play a game fairly and in a sporting manner.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• To use varying speeds when running.</li> <li>• To explore footwork patterns.</li> <li>• To explore arm mobility.</li> <li>• To explore different methods of throwing.</li> <li>• To practise short distance running</li> </ul>



Lower Phase	Gymnastics	Dance	OAA	Ball skills (invasion games)	Throwing at catching (field games)	Striking and fielding (field games)	Athletics
B	<ul style="list-style-type: none"> <li>• To remember and repeat simple gymnastic actions with control.</li> <li>• To balance on isolated parts of the body using the floor and hold balance.</li> <li>• To develop a range of gymnastic moves, particularly balancing.</li> <li>• To link together a number of gymnastic actions into a sequence.</li> <li>• To explore ways of travelling around on large apparatus.</li> <li>• To choose and use a variety of gymnastic actions to make a sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore different levels and speeds of movement.</li> <li>• To compose and perform simple dance phrases.</li> <li>• To show contrasts in simple dances with good body shape and position. • To develop a range of dance movements and improve timing.</li> <li>• To work to music, creating movements that show rhythm and control.</li> <li>• To work to music, creating movements that show rhythm and control.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate symbols to the environment</li> <li>• Follow simple compass directions</li> <li>• Show to set a simple map of a small area</li> <li>• Co-operate with others in problem-solving activities</li> <li>• Follow simple trails in familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>• To use hand-eye coordination to control a ball.</li> <li>• To catch a variety of objects.</li> <li>• To vary types of throw.</li> <li>• To kick and move with a ball.</li> <li>• To develop catching and dribbling skills.</li> <li>• To use ball skills in a mini festival.</li> </ul>	<ul style="list-style-type: none"> <li>• To throw a ball for distance.</li> <li>• To practise throwing skills in a circuit.</li> <li>• To play a game fairly and in a sporting manner</li> </ul>	<ul style="list-style-type: none"> <li>• To learn how to hold a bat appropriately.</li> <li>• To position the body to strike a ball.</li> <li>• To develop catching skills.</li> <li>• To learn skills for playing striking and fielding games.</li> <li>• To use fielding skills to play a game.</li> </ul>	<ul style="list-style-type: none"> <li>• To run with agility and confidence.</li> <li>• To learn the best jumping techniques for distance.</li> <li>• To throw different objects in a variety of ways.</li> <li>• To hurdle an obstacle and maintain effective running style.</li> <li>• To run for distance.</li> <li>• To complete an obstacle course with control and agility.</li> </ul>

Lower Phase	Gymnastics	Dance	OAA	Ball skills (invasion games)	Striking and fielding (field games)	Athletics
C	<ul style="list-style-type: none"> <li>• To explore jumping techniques and link them with other gymnastic actions.</li> <li>• To explore jumping techniques and to link them with other gymnastic actions.</li> <li>• To select and adapt gymnastics actions to meet the task.</li> <li>• To work with a partner or a small group to create a sequence that develops jumping skills.</li> <li>• To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore dance movements and create patterns of movement.</li> <li>• To work with a partner to create dance patterns.</li> <li>• To perform a dance with rhythm and expression.</li> <li>• To use knowledge of dance to create a story in small groups.</li> <li>• To develop precision of movement.</li> <li>• To work co-operatively with a group to create a dance piece.</li> <li>• To perform in front of others with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop recognition of map symbols.</li> <li>• To promote understanding of compass directions.</li> <li>• To establish the skill of setting the map.</li> <li>• To encourage respect for the environment.</li> <li>• To promote sustained, energetic running activity.</li> <li>• To develop co-operation and trust.</li> <li>• To develop communication skills.</li> <li>• To encourage children to plan, solve problems efficiently and review their work</li> </ul>	<ul style="list-style-type: none"> <li>• To develop different kicks</li> <li>• To develop dribbling skills</li> <li>• To be aware of others when playing games.</li> <li>• To choose the correct skills to meet a challenge.</li> <li>• To perform a range of actions, maintaining control of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• To consolidate and develop a range of skills in striking and fielding.</li> <li>• To develop and investigate different ways of throwing and to know when it is appropriate to use them.</li> <li>• To consolidate and develop a range of skills in striking and fielding.</li> <li>• To practise the correct technique for catching a ball and use it in a game.</li> <li>• To consolidate and develop a range of skills in striking and fielding.</li> <li>• To practise the correct batting technique and use it in a game situation.</li> <li>• To consolidate and develop a range of skills in striking and fielding.</li> <li>• To practise the correct technique for fielding and use it in a game situation.</li> <li>• To consolidate the throwing, catching and batting skills already learned.</li> <li>• To strike the ball for distance</li> </ul>	<ul style="list-style-type: none"> <li>• To run in different directions and at different speeds, using a good technique.</li> <li>• To improve throwing technique.</li> <li>• To reinforce jumping techniques.</li> <li>• To understand the relay and passing the baton.</li> <li>• To choose and understand appropriate running techniques.</li> <li>• To compete in a mini-competition, recording scores.</li> </ul>

## Lower Phase – PE long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lower Phase A</b>	Gymnastics  Games – focus on using ropes, bats and balls	Dance /  <b>Games</b> (Focus on ball skills and games)	Gymnastics /  Games (Throwing and catching aiming games)	Dance / Games ( Bat/ball skills and games – skipping)	Athletics  Games – developing partner work	OAA  Athletics
<b>Lower Phase B</b>	Gymnastics  Games (Throwing and catching, Inventing games)	Dance /  Games (Throwing and catching, Inventing games)	Gymnastic /  Games (Making up games with a partner aiming, hitting and kicking)	Dance / Games (Dribbling, kicking and hitting)	Athletics / Games ( Group games and inventing rules)	OAA Athletics
<b>Lower Phase C</b>	Gymnastics  Games – ball skills – invasion focus	Dance /  Games ( balls skills passing and receiving)	Gymnastic /  Games ( Creative games- making)	Dance / Games (Net/court/ wall games)	Athletics / Games( Striking / Fielding games)	OAA Athletics

Year 5 students - swimming

## PE skills progression in Middle Phase

Middle phase	Gymnastic	Dance	OAA	Ball skills	Striking and fielding / Net games	Athletics
A	<ul style="list-style-type: none"> <li>• To identify and practise body shapes.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To construct sequences using balancing and linking movements.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions of chosen dance style.</li> <li>• To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>• To create an individual dance that reflects the chosen dancing style.</li> <li>• To create partnered dances that reflect the dancing style and apply the key components of dance.</li> <li>• To perform dance using a range of movement patterns.</li> <li>• To perform and evaluate own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>• relate map symbols to terrain features.</li> <li>• follow four (or eight) compass directions and arrive at the correct destination.</li> <li>• show how to set a simple map of a small area (e.g. a netball court) and establish direction of travel.</li> <li>• co-operate willingly with others' in problem-solving activities</li> <li>• develop an awareness of the importance of planning and reviewing an activity.</li> <li>• follow simple trails along and with others' in a familiar environment.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep possession of a ball. • To use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation.</li> <li>• To use accurate passing and dribbling in a game. • To identify and apply ways to move the ball towards an opponent's goal.</li> <li>• To learn concepts of attack and defence.</li> <li>• To play in a mini competition.</li> </ul>	<p><u>Rounders</u></p> <ul style="list-style-type: none"> <li>• To develop and investigate different ways of throwing, and to know when each is appropriate. • To use ABC (agility, balance, co-ordination) to field a ball well.</li> <li>• To use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation.</li> <li>• To use hand-eye coordination to strike a moving and a stationary ball.</li> <li>• To develop fielding skills and understand their importance when playing a game.</li> <li>• To play in a competitive situation, and to demonstrate sporting behaviour (rounders).</li> </ul> <p><u>Short tennis</u></p> <ul style="list-style-type: none"> <li>• To become familiar with balls and short tennis rackets.</li> <li>• To get the ball into play.</li> <li>• To accurately serve underarm.</li> <li>• To build up a rally. • To build a rally, focusing on accuracy of strokes.</li> <li>• To play a variety of shots in a game situation and to explore when different shots should be played.</li> </ul>	<ul style="list-style-type: none"> <li>• To select and maintain a running pace for different distances.</li> <li>• To practise throwing with power and accuracy. • To throw safely and with understanding.</li> <li>• To demonstrate good running technique in a competitive situation.</li> <li>• To explore different footwork patterns.</li> <li>• To understand which technique is most effective when jumping for distance.</li> <li>• To utilise all the skills learned in a competition.</li> </ul>

Middle Phase	Gymnastics	Dance	OAA	Ball games	Striking and fielding	Net games	Athletics
B	<ul style="list-style-type: none"> <li>To identify and practise body shapes and balances.</li> <li>To identify and practise symmetrical and asymmetrical body shapes. :</li> <li>To use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>To develop skills for movement, including rolling, bridging and dynamic movement. • To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and practise the patterns and actions of the chosen dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create and perform an individual dance that reflects the chosen dance style. • To create partnered dances that reflect the chosen dancing style and apply the key components of dance.</li> <li>To create group dances that reflect the dance style.</li> <li>To perform a dance using a range of movement patterns.</li> <li>To perform and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate the skills of setting the map and establishing the direction of travel.</li> <li>To develop and refine skills in route finding.</li> <li>To develop the use of a compass for navigation alongside the map.</li> <li>To promote confidence in an unfamiliar environment.</li> <li>To encourage care for the environment and being mindful of others'.</li> <li>To introduce competitive orienteering in a familiar environment and develop towards a less familiar environment.</li> </ul>	<p><u>Netball</u></p> <ul style="list-style-type: none"> <li>To demonstrate basic passing and receiving skills using a netball.</li> <li>To develop an understanding and knowledge of the basic footwork rule of netball.</li> <li>To use good hand/eye co-ordination to pass and receive a ball successfully.</li> <li>To develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.</li> <li>To understand the importance of 'getting free' in order to receive a pass.</li> <li>To understand how to make space by moving away and coming back and by dodging.</li> <li>To be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass.</li> <li>To learn how to shoot.</li> <li>To understand the different positions in a netball team (five-a-side).</li> <li>To recognise which positions are attacking and which are defending.</li> </ul>	<p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>To develop skills in batting and fielding. • To choose fielding techniques.</li> <li>To run between the wickets.</li> <li>To run, throw and catch.</li> <li>To develop a safe and effective overarm throw.</li> <li>To learn batting control.</li> <li>To learn the rules for cricket.</li> <li>To use all the skills learned by playing in a mini tournament.</li> </ul>	<p><u>Tennis</u></p> <ul style="list-style-type: none"> <li>To identify and apply techniques for hitting a tennis ball. • To develop the techniques for ground strokes and volleys.</li> <li>To develop a backhand technique and use it in a game. • To practise techniques for all strokes.</li> <li>To use the scoring system and court for singles tennis.</li> <li>To play a tennis game using an overhead serve and the correct selections of shots.</li> <li>To understand and use doubles scoring in a tennis game.</li> </ul>	<ul style="list-style-type: none"> <li>To use correct technique to run at speed.</li> <li>To develop the ability to run for distance.</li> <li>To throw with accuracy and power.</li> <li>To identify and apply techniques of relay running.</li> <li>To explore different footwork patterns.</li> <li>To understand which technique is most effective when jumping for distance.</li> <li>Learn how to use skills to improve the distance of a pull throw.</li> <li>To demonstrate good techniques in a competitive situation.</li> </ul>

Middle Phase	Gymnastics	Dance	Swimming	OAA	Ball games	Striking and fielding	Net games	Athletics
C	<ul style="list-style-type: none"> <li>To identify and practise gymnastic shapes and balances.</li> <li>To identify and practise symmetrical and asymmetrical body shapes.</li> <li>To construct sequences using balancing and linking movements</li> <li>To use counterbalances and incorporate them into a sequence of movements.</li> <li>To perform movements in canon and in unison. • To perform and evaluate own and others' sequences.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and practise the patterns and actions in a street dance style.</li> <li>To demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>To create a dance that represents a street dance style.</li> <li>To create a dance as a group, using any street dance moves.</li> <li>To create a dance as a group, using any street dance moves.</li> <li>To perform and analyse own and others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>To develop basic pool safety skills and confidence in water.</li> <li>To develop travel in vertical or horizontal position and introduce floats.</li> <li>To develop push and glides, any kick action on front and back with or without support aids.</li> <li>To develop entry and exit, travel further, float and submerge.</li> <li>To develop balance, link activities and travel further on whole stroke.</li> <li>To show breath control.</li> <li>Introduction to deeper water.</li> <li>Treading water.</li> </ul> <p>To swim front crawl for 25m.</p>	<ul style="list-style-type: none"> <li>improve their accuracy and consistency in setting a map of a familiar area and the ability to establish direction of travel (e.g. using the school grounds).</li> <li>follow a short route accurately</li> <li>navigate using compass directions.</li> <li>increase confidence in map reading in an unfamiliar environment</li> <li>co-operate with others' in a problem-solving activity</li> <li>improve the ability to plan and review an activity and improve performance by changing or adapting approaches as necessary.</li> <li>work confidently alone and with others' in challenging situations.</li> <li>develop an awareness of prevailing weather conditions and the importance of appropriate clothing and food for a day in the outdoors.</li> </ul>	<p><u>Rugby</u></p> <ul style="list-style-type: none"> <li>To understand the basic rules of tag rugby.</li> <li>To work as a team, using ball-handling skills.</li> <li>To pass and carry a ball using balance and coordination.</li> <li>To use skills learned to play a game of tag rugby.</li> <li>To apply rules and skills learned to a game.</li> <li>To play in a mini tag rugby competition.</li> </ul>	<p><u>Cricket</u></p> <ul style="list-style-type: none"> <li>To throw and catch under pressure.</li> <li>To use fielding skills to stop the ball effectively.</li> <li>To learn batting control.</li> <li>To learn the role of backstop.</li> <li>To play in a tournament and work as team, using tactics in order to beat another team.</li> </ul>	<p><u>Badminton</u></p> <p>To demonstrate and use the correct grip of the racket and understand how to get into the ready position.</p> <ul style="list-style-type: none"> <li>To use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</li> <li>Understand how to serve the shuttle in order to start the game.</li> <li>Recognise the difference between the low serve and the high serve.</li> <li>To understand how to use different shots to outwit an opponent in a game. • To develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used.</li> </ul>	<p>Investigate running styles and changes of speed.</p> <p>Practise throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>

## Middle Phase – PE long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Middle Phase 2021-A	Athletics / Games (net/court/wall games)	Dance / Games ( Problem solving and inventing games)	Gymnastic / Games (Invasion games)	Dance / Games ( Implement and kicking)	Games / OAA	Gymnastics/  Athletics
Middle Phase 2022-B	Games (Net / court/wall games)  Athletics	Dance  Games –Invasion - ball handling games	Gymnastics  Games –Invasion - ball handling games	Dance  Games (Invasion games ( implement and kicking)	OAA  Games – Striking and fielding	Athletics  Gymnastics
Middle Phase 2023-C	Athletics / Games ( Invasion – implement and kicking)	Dance / Games ( Net/court / wall games)	Gymnastics / Games ( Striking/ fielding games)	Dance / Games (Invasion games – ball handling)	OAA Games	Gymnastics/ Athletics

### KS3

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

### KS4

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs



OAA	Gymnastics	Dance	Invasion Games	Striking and Fielding	Net/wall games	Athletics
<ul style="list-style-type: none"> <li>• Increase the consistency and accuracy of setting the map and establishing the direction of travel in several different environments.</li> <li>• Consolidate skills by route-finding over greater distances.</li> <li>• Increase accuracy in the use of a compass and map to navigate.</li> <li>• Develop skills of pacing and timing and begin to apply</li> <li>• appropriate strategies such as attack points and handrails to solve simple navigation problems.</li> <li>• Plan and complete journeys and/or orienteering events in several contrasting environments.</li> <li>• Consolidate knowledge of and ability to care for the environment and be mindful of the safety of self and others'.</li> <li>• Consolidate the ability to work with others' to solve problems in the spirit of mutual trust.</li> <li>• Practise talking planning and exploring ideas, developing good communication skills.</li> <li>• Promote and identify roles and responsibilities including leading and managing themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• (a) In a group travel, jump and turn in different directions using canon rhythm.</li> <li>• Maintain the canon rhythm whilst all perform different movements on different levels.</li> <li>• Synchronise (start at the same time and finish at the same time) with each group member showing different movements, directions and levels.</li> <li>• Create and develop a sequence to show knowledge of canon and synchronisation, group awareness and unity and appropriate use of direction, levels and speeds.</li> <li>• adapt and transfer skills and principles onto suitable apparatus at every stage of learning. Utilise, adapt and develop canon and synchronisation into the choreography of all group sequences throughout Key Stage 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of stimuli and accompaniment to stimulate their own ideas.</li> <li>• Improvise freely using different dance styles and techniques.</li> <li>• Perform dances showing an understanding of rhythm, phrasing and sensitivity to the accompaniment.</li> <li>• Perform with expression and technical competence demonstrating clarity of action, shape and dynamics.</li> <li>• Understand how to develop movement material from an initial stimulus.</li> <li>• Research ideas for dance and improvise freely using different dance styles and techniques.</li> <li>• Create dances by drawing on what they know about composition.</li> <li>• Shape, style and structure a dance, then practise to refine and develop its quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Refine and use a sound range of techniques and skills specific to the invasion game being played. Develop and use the skills in different situations and different sized games.</li> <li>• Select and apply techniques effectively and efficiently ensuring the desired tactical outcomes. Apply rules and conventions for different activities.</li> <li>• Develop physical and mental capacity.</li> <li>• Observe and analyse performance and identify tactical and technical strengths and weaknesses. Use the information gained from the analysis to influence and improve their own work</li> <li>• Understand why regular exercise has a positive effect on their health and fitness and social well-being. Know how to prepare for and recover from different games activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and develop batting, bowling and fielding skills and techniques, making adjustments where required, and use them effectively in game situations</li> <li>• Experiment with a range of basic tactics for striking and fielding, applying skills and techniques effectively to find the strengths and weaknesses of the opposition. Apply rules and conventions for different activities.</li> <li>• Observe and analyse performance and identify tactical and technical strengths and weaknesses. Use the information gained from the analysis to influence and improve their own work.</li> <li>• Understand why regular exercise has a positive effect on their own health, fitness and social well-being. Know where and how to become involved in irregular physical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• play a range of different shots and sending actions on both sides of the body showing sound basic technique in</li> <li>• back-swing, contact and follow-through or pushing or striking actions.</li> <li>• send the object with reasonable consistency and</li> <li>• accuracy in co-operative and competitive rallies and describe how to vary the strength, height and direction of shots during a game.</li> <li>• play small-sided or mini versions of net/wall games involving teams.</li> <li>• understand the implications of their shot placement;</li> <li>• respond appropriately to returns by the opposition and identify opportunities to finish a rally and score.</li> <li>• identify strengths and weaknesses in simple game play situations and make adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and demonstrate effective running actions for sustained or explosive events.</li> <li>• Demonstrate at least two different throwing events showing good technique.</li> <li>• Consistently use a run up accurately and demonstrate effective technique through approach, take-off, flight, landing and recovery in at least one jumping event.</li> <li>• Develop the physical strength, stamina, speed and flexibility to match the demands of the activity</li> <li>• Demonstrate the mental determination to succeed.</li> </ul>

# PE Curriculum - Upper Phase

## OCR - R 463 Entry Level Certificate in Physical Education

### AIMS:

- to provide a range of pathways for the different learners taking the qualification, including:
- a worthwhile alternative course to the GCSE (9–1) in Physical Education for learners whose interest in practical activities surpasses their interest in theoretical learning
- a stepping-stone for learners wishing to progress to GCSE (9–1) by offering a similar range of practical activities and introducing some of the key concepts of the GCSE (9–1) through practical performance
- a way of delivering National Curriculum requirements for Physical Education while also achieving a formal qualification.

The Entry Level Certificate is 100% internally assessed, with the focus of the course being on practical performance. Learners choose from a wide-range of activities including off-site activities for those centres and learners who may wish to follow them.

**Practical Performances** - Learners are assessed in four activities, one team, one individual and then two others of their choice. Learners may choose to be assessed in the role of leader in one of their four activities.

**Analysing Performance** - Learners analyse a performance by another learner or themselves in one practical activity, suggest ways that the performance may be improved

## Upper Phase – PE long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Upper Phase A</b>	Gymnastics	Badminton	Fitness	Team building games	Athletics	Lacrosse
	Basketball	Handball	Goalball	Football	Netball	OAA
<b>Upper Phase B</b>	Tennis/Tennis table	Cricket	Boccia	Dance	OCR – R 463 1 <sup>st</sup> choice	OCR – R 463 1 <sup>st</sup> choice
	Rugby	Volleyball	Hockey	Team building games	2 <sup>nd</sup> choice	2 <sup>nd</sup> choice
<b>Upper Phase C</b>	OCR – R 463	OCR – R 463	Recap for exams	Recap for exams	Team games	Team games
	1 <sup>st</sup> choice	1 <sup>st</sup> choice			( basketball /	( basketball /
	2 <sup>nd</sup> choice	2 <sup>nd</sup> choice	Recap for exams	Recap for exams	football/volleyball/ netball)	football/volleyball/ netball)

### Teaching and Learning

- At Purple Oaks Academy, our teachers deliver a good quality of teaching and learning in PE through our planned curriculum through the use, and adaptation of the Val Sabin scheme of work, Equals Curriculum and pupils' individual targets from their EHCP. Equals Curriculum is designed to encourage and facilitate physical activity through a more formalised curriculum designed for those with severe learning difficulties, whilst keeping the emphasis strongly on fun.
- This has been observed; during lesson drop-ins, curriculum coverage, termly assessments to monitor attainment and progress of our pupils. Our staff, and many of our pupils know what skills they are learning about, how these can be applied and built upon.
- Teachers have been
- supported through teaching opportunities with external coaches.
- We have invested money in PE equipment: badminton kit, tennis kit, Archery kit, Boccia, New Age Curling, sensory circuit equipment, etc
- Students will have opportunities to access extra curriculum activities: Ultimate Frisbee sessions, Bike ability, Rock climbing, Mencap All move programme
- Jabadao training for EYFS staff – Feeling of me – The training unpacks the sensory side of physical development. Throughout the course they look at how each sense works (Touch, Proprioception, Vestibular and Interoception), what they support and what kind of movement play builds them.
- Improve the students' competence performance and creativity in OAA – KS2, KS3 and KS4 (Developing Skills in OAA, Making and applying decisions, Developing physical and mental capacity, Evaluating and improving)
- Cross curriculum activities - increase outdoor learning
- Embedding ICT in PE – ICT helps pupils learn in PE by promoting and developing ownership of their work and the directions they choose to take. This can have a positive effect on their motivation and degree of engagement in their work. It helps in their choice of learning style and so promotes greater independence.

# Our PE curriculum journey

## Impact

- PE assessments shows that the students at Purple Oaks Academy are making progress with regards to National Age-Related expectations for National Curriculum PE.
- As a result of engaging with our planned PE Curriculum the students have increased their physical activity levels and can explain the importance of the physical activities for a healthy life
- Our children have developed a wide range of physical skills – this has been supported using sports coaches in lessons to develop teachers' subject knowledge of the skill requirements and extra curriculum sessions : Ultima Frisbee, Mencap All Move.
- Pupils can demonstrate a very good understanding of rules and a sense of fair play, they have developed a wide range of personal and social skills / team building and leadership skills
- Disengaged pupils have been given further opportunities to develop skills and broaden their interests in physical activity - this has been carried out weekly by a sports coach or taking part in different programmes
- Students made progress against their EHCP targets – reviewed during their AR meeting
- Bsquared is used to assess the students