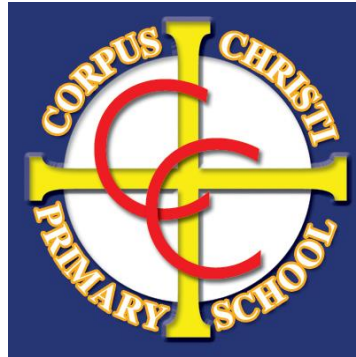


# Corpus Christi Catholic Primary School



## PHYSICAL EDUCATION HANDBOOK

**PE CURRICULUM: INTENT:** All of our children will have consistent access to a broad, balanced and high quality PE curriculum which will:

- Develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel individual's abilities in competitive sports and other physically-demanding activities.
- Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect.
- Develop a philosophy and a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult.
- To equip pupils with the knowledge and understanding to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

'Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it'

Michael Jordan

## PE Together we DREAM, together we learn

### AIMS

The national curriculum for 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.

**At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.**

**We intend to show this through our PE curriculum:**

Give opportunities to **DISCOVER** new skills and sports across a range of contexts.

Teach children to **RESPECT** each other, their mind and their bodies.

Provide experiences to **ENTHUSE** and excite and develop physical knowledge and understanding.

Encourage high **ASPIRATIONS** in both school and beyond, and applying those aspirations in their PE work.

Show ways our children can **MAKE A DIFFERENCE** to themselves, each other and outside, in big and small ways, and use their understanding in PE to aid their ideas.

**STRATEGIES:** In order to achieve our aims our school provides:

**On site facilities:**

- Outdoor learning environments
- Indoor hall space
- Sports4Kids
- High quality lessons

**Off site facilities:**

- Ruskin Drive Sports Facilities
- Rainford Village Cricket Club
- Rainford Village Tennis Club
- Everton Football Club
- Liverpool Football Club
- St Helens RLC

**Equipment/Resources**

The school maintains a range of resources for Physical Education – Bats, balls, netball posts, football nets, athletics equipment, big gymnastic apparatus, mats etc

Reception: Continuous provision – Moving and Handling.

Y1– Y6: Two hours of physical activity a week. One lesson delivered by S4K in most classes and one lesson taught by the class teacher. Some exceptions occur each year.

**Extra-Curricular Provision**

The school provides pupils with the opportunity to represent school in various sporting matches and a wide variety of after school sports clubs.

**Additional examples of our commitment to PE include:**

SHAPES enhanced competition package, professional coaching from Tennis, Cricket and the wider area, whole school inter competitions, Your School Games Mark, nationwide initiatives for example, Sport Relief, CPD for all staff when available.

**Continuing Professional Development**

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of PE in school.

**Reporting**

Verbal reports to parents take place twice a year at Parent's Evening.

Written reports are provided annually.

- All staff are continuously trained so as to ensure that PE is taught to a high standard
- This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children's experiences and learning
- Staff plan and deliver daily high quality PE lessons
- Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate
- Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment
- Strong parent partnerships and home/school systems contribute the quality of our provision

**OUTCOMES**

The teaching of all aspects of PE are consistently good with much outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in PE and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in PE.

**MONITORING EVALUATION REVIEW**

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- assessment
- Lesson Observations
- Learning walks
- Conversations with children
- Consultation with parents

### Physical Education: CURRICULUM IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National PE Curriculum and is responsive to local influences. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	1	2	1	2	1	2	1	2	1	2	1	2
	Story based Sport, Activity and Physical Development Programme											
1	Ball Skills	Secret Agent Academy Gymnastics	Indoor Athletics	Toy Story & Tango Dance & Movement Argentina	Curling	Team Games 1	Secret Agent Academy Gymnastics	Bat and Ball Skills	Team Games 2	Kick Rounders	Golf OAA	Track and Field
2	Ball Skills	Secret Agent Academy Gymnastics	Indoor Athletics	Toy Story & Tango Dance & Movement Argentina	Curling	Team Games 1	Secret Agent Academy Gymnastics	Bat and Ball Skills	Team Games 2	Kick Rounders	Golf OAA	Track and Field
3	Team Games Football	Indoor Athletics	Dance from around the world - Bollywood	Team Games - Hockey	Gymnastics	Team Games - Handball	Net and Wall games	Team Games - Lacrosse	Tennis	Rounders	OAA Swimming	Track & Field
4	Team Games Football	Indoor Athletics	Dance from around the world – Flamenco	Team Games – Hockey	Gymnastics	Team Games - Handball	Cricket	Team Games – Lacrosse	Tennis	Rounders	OAA	Track & Field
5	Team Games Football	Indoor Athletics	Dance from around the world – African	Badminton Swimming	Gymnastics	Team Games - Rugby	Cricket	Team Games – Lacrosse	Tennis	Rounders	OAA	Track & Field
6	Team Games Football	Indoor Athletics	Dance from around the world - Hakka	Badminton	Gymnastics	Team Games - Rugby	Cricket	Team Games - Lacrosse	Tennis	Rounders	OAA	Track & Field

## PE CURRICULUM IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of PE.

### Physical Education – Intent- knowledge

<p>This knowledge set needs to be applied across all areas of P.E.</p>	<p>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.</p>			
	<p><b><i>By the end of Reception</i></b></p>	<p><b><i>By the end of Year 2</i></b></p>	<p><b><i>By the end of Year 4</i></b></p>	<p><b><i>By the end of Year 6</i></b></p>
<p>Ball skills, Hockey, Football, Rugby, Lacrosse, Handball</p> <p>Badminton, Tennis, Volleyball</p> <p>Bat &amp; Ball Skills Cricket,</p>	<p>Knows how to move in an open space to negotiate obstacles, thinking about adjusting speed and direction.</p> <p>Knows to how to catch and throw a variety of ball sizes for accuracy in different ways.</p> <p>Knows how to kick a ball for power and accuracy.</p> <p>Understands how to control a ball when playing in games.</p>	<p>Understand the terms ‘opponent’ and ‘team mate’.</p> <p>Understand how to combine different movement skills with or without equipment.</p> <p>Understand how to lead others where appropriate.</p> <p>Knows the rules of simple team games.</p> <p>Knows the term ‘dodging’ and can apply in a range of activities.</p> <p>Knows how to throw and catch a ball in a variety of ways, individually or with others.</p>	<p>Understand the need for control when throwing and catching and using equipment.</p> <p>Understanding which tactics and movements are appropriate for different games.</p> <p>Understand the term hand eye coordination.</p> <p>Understand the rules for a variety of games.</p> <p>Knowing that games need to be played fairly and for enjoyment.</p> <p>Know how to lead others and be respectful within a team.</p>	<p>Know which techniques to use and how to combine them.</p> <p>Understand how to work alone or as part of a team.</p> <p>Understand the need for accuracy and power.</p> <p>Understand the benefits of different striking and fielding as well as attacking and defending techniques.</p> <p>Select appropriate tactics for a game and adapt where necessary.</p> <p>Know how to be respectful to other teams as well as own, behaving as a role model.</p>

Dance	<p>Knows how to move their bodies to reflect the music.</p> <p>Understands how link movements to compose a short sequence.</p>	<p>Understand the need for careful control and co-ordination.</p> <p>Knows how to link movements together appropriately in a sequence, with a beginning and ending.</p> <p>Knows to vary the dynamics, relationships or space to create sequences.</p> <p>Understands that movements can communicate a mood, feeling or idea, with or without a stimulus.</p>	<p>Understands how to plan, perform and repeat sequences, with a clear beginning, middle and end.</p> <p>Understands that movements can be combined.</p> <p>Knows how to convey an idea through dance through dynamics, relationships and space.</p> <p>Knows that changing the speed and levels of a performance will impact on the outcome.</p> <p>Understands the need for physical strength and suppleness.</p>	<p>Knows how to compose creative and imaginative dance sequences with a clear beginning, middle and end.</p> <p>Knows how to hold a precise and strong body posture with dynamics, space and relationships.</p> <p>Knows which muscles are involved in different movements.</p> <p>Knows how to improve strength and suppleness for a desired outcome.</p>
-------	--	---	---	--

Gymnastics	<p>Knowing the meaning and differences between a 'static and dynamic' balance.</p> <p>Knows how to travel in a safe manner indoors.</p> <p>Knows a variety of ways to roll and jump in a controlled manner.</p> <p>Knows the body can be moved into a variety of shapes and ways, and can name them correctly. Using simple vocabulary to describe their movements.</p> <p>Understands the need to be safe when using gymnastic equipment.</p>	<p>Knows how to confidently use a range of 'dynamic' and 'static' balances and apply these individually and with others.</p> <p>Knows how to hop, jump and leap and understands how to in a variety of ways, and apply these individually and with others.</p> <p>Knows the terms: front, back and side support to create floor shapes.</p> <p>Can name and perform a variety of movements in a controlled manner, on and off equipment.</p> <p>Understands how to climb and traverse safely on equipment.</p>	<p>Knows the terms and can attempt: planche, frog balance, y balance and t balance and apply in sequences.</p> <p>Knows the terms and can attempt: forward rolls and backwards rolls, diving and forward and backwards rolls, and can demonstrate in a controlled manner.</p> <p>Knows how to perform different balances, movements and shapes on a variety of equipment and on the floor.</p> <p>Knows how to climb, traverse and perform 3 points hold on equipment and can explain how to be safe.</p>	<p>Knows how to combine strength and stamina gained through gymnastic activities.</p> <p>Knows the terms and can perform with control: planche, frog balance, y balance and t balance and apply in sequences.</p> <p>Knows the terms and can perform: forward rolls and backwards rolls, diving and forward and backwards rolls, cartwheel, headstand, handstand and can demonstrate in a controlled manner.</p> <p>Can demonstrate and explain a number of balances through control including front and pair support pair/trio balances.</p> <p>Can create, perform and, evaluate a sequence with balance, movement and flow on and off equipment.</p> <p>Knows how to climb, traverse and perform 3 points hold on equipment and can explain the risks and how to manage them.</p>
------------	--	--	---	--

Athletics	<p>Knows how to jump and leap in different ways for height and distance.</p> <p>Knows to negotiate speed and space when running.</p> <p>Knows how to throw a ball for accuracy and distance.</p>	<p>Understands how to throw in a variety of ways for accuracy and distance.</p> <p>Knows how improve their technique for running at speed.</p>	<p>Knows that their skills can be developed through strength, control and technique in a variety of manners ( jumping, throwing, running)</p>	<p>Knows that their skills can be developed through strength, control and technique in a variety of manners (jumping, throwing, running), including demonstrating a positive attitude on how to improve themselves and others.</p>
Health and fitness (body awareness),	<p>Knows that exercise and activity make their body change.</p>	<p>Start to understand how their heart rate raises during physical exercise.</p>	<p>Can use the terms: heart rate, pulse in lessons and knows some of the names of the main muscles groups</p>	<p>Know the terms: pulse, heart rate, and name some muscles correctly, and they can explain the effects of exercise on their body.</p>
self-reflection, and personal challenge	<p>Can accept feedback giving by others, and respond positively.</p>	<p>Know they can improve their skills in a variety of sports to improve their performance.</p> <p>Can set simple personal challenges to improve.</p> <p>Can give and take feedback from others and respond positively.</p>	<p>Can set personal challenges to improve through a positive attitude.</p> <p>Can give feedback to others in reference to a set success criteria.</p> <p>Can listen to feedback from to others and respond by making changes in a positive manner.</p>	<p>Can take their own pulse at the start, during and end of a P.E lesson and explain the effects on their bodies.</p> <p>Knows the importance of warming up and cooling down.</p> <p>Can set measurable and realistic personal challenges.</p> <p>Can listen to feedback carefully and respond by making structured improvements in a positive manner.</p>

**Subject content to be taught in P.E lesson from the National Curriculum:**

**EYFS**

**Pupils should be taught:**

<p>Games:</p> <p>The main Early Years Outcomes covered in the Games units are:</p> <ul style="list-style-type: none"><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&amp;H 40-60)</li><li>• Children show good control and co-ordination in large and small movements. (PD – M&amp;H ELG)</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&amp;H 40-60)</li><li>• Experiments with different ways of moving. (PD M&amp;H 40-60)</li><li>• They move confidently in a range of ways, safely negotiating space. (PD M&amp;H ELG)</li></ul>	<p>Athletics:</p> <p>The main Early Years Outcomes covered in the Athletics units are:</p> <ul style="list-style-type: none"><li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD – M&amp;H 40-60)</li><li>• Children show good control and co-ordination in large and small movements. (PD – M&amp;H ELG)</li><li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&amp;H 40-60)</li><li>• Experiments with different ways of moving. (PD M&amp;H 40-60)</li><li>• They move confidently in a range of ways, safely negotiating space. (PD M&amp;H ELG)</li></ul>
<p>Gymnastics:</p> <p>The main Early Years Outcomes covered in the Gymnastics units are:</p> <ul style="list-style-type: none"><li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD BI 40-60)</li><li>• Experiments with different ways of moving. (PD M&amp;H 40-60)</li><li>• Jumps off an object and lands appropriately. (PD M&amp;H 40-60)</li><li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment. (PD M&amp;H 40-60)</li></ul>	<p>Dance:</p> <p>The main Early Years Outcomes covered in the Dance units are:</p> <ul style="list-style-type: none"><li>• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&amp;H 30-50)</li><li>• Experiments with different ways of moving. (PD – M&amp;H 40-60)</li><li>• Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&amp;H ELG)</li><li>• Enjoys joining in with dancing and ring games. (EAD – M &amp; M 30-50)</li><li>• Beginning to move rhythmically. (EAD – M &amp; M 30-50)</li><li>• Imitates movement in response to music. (EAD – M &amp; M 30-50)</li><li>• Begins to build a repertoire of songs and dances. (EAD – M &amp; M 40-60)</li><li>• Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M &amp; M ELG)</li><li>• Developing preferences for forms of expression. (EAD – BI 30-50)</li><li>• Uses movement to express feelings. (EAD – BI 30-50)</li><li>• Creates movement in response to music. (EAD – BI 30-50)</li><li>• Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)</li></ul>



	<ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)</li> <li>• Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)</li> </ul>
--	--

Eyfs	
Games	<p>I can:</p> <ul style="list-style-type: none"> <li>• Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands.</li> <li>• Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball.</li> <li>• Kick an object at a target.</li> <li>• Move safely around the space and equipment. Travel in different ways, including sideways and backwards.</li> <li>• Play a range of chasing games.</li> <li>• Follow simple rules</li> <li>• Control my body when performing a sequence of movements. Participate in simple games.</li> <li>• Talk about what they have done.</li> <li>• Talk about what others have done.</li> </ul>
Gymnastics	<p>I can:</p> <ul style="list-style-type: none"> <li>• Create a short sequence of movements.</li> <li>• Roll in different ways with control.</li> <li>• Travel in different ways.</li> <li>• Stretch in different ways.</li> <li>• Jump in a range of ways from one space to another with control.</li> <li>• Begin to balance with control.</li> <li>• Move around, under, over, and through different objects and equipment.</li> <li>• Curled side roll (egg roll)</li> <li>• Log roll (pencil roll)</li> <li>• Standing balances</li> </ul>
Athletics	<p>I can:</p> <ul style="list-style-type: none"> <li>• Run in different ways for a variety of purposes.</li> <li>• Jump in a range of ways, landing safely.</li> <li>• Roll equipment in different ways. Throw underarm. Throw an object at a target.</li> </ul>
Dance	<p>I can:</p> <ul style="list-style-type: none"> <li>• Join a range of different movements together.</li> <li>• Change the speed of their actions.</li> <li>• Change the style of their movements.</li> <li>• Create a short movement phrase which demonstrates their own ideas.</li> <li>• Control my body when performing a sequence of movements.</li> </ul>

## Key Stage One

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## Key stage 2

Pupils should: continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Sport	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6:
<b>Highlighted in grey means this sport is not taught in that specific year group</b>						

Netball	I can:	I can:	I can: <ul style="list-style-type: none"> <li>• Move without the ball</li> <li>• Block passes</li> <li>• Develop shooting technique</li> <li>• Develop types of passing</li> <li>• Develop catching Techniques (body positioning)</li> <li>• Develop Pivoting</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Pass under pressure (3 second rule)</li> <li>• Use defensive positioning</li> <li>• Pass and shoot</li> <li>• Use Long and Short Passes</li> <li>• Catch and Pass on the move</li> <li>• Switch through Pivot</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Passing and moving (gameplay)</li> <li>• Defenders V Attackers</li> <li>• Shooting under pressure</li> <li>• Passing under pressure</li> <li>• Catching under pressure</li> <li>• Tactical Play</li> </ul>	I can: <ul style="list-style-type: none"> <li>• Positioning (Attackers and Defenders)</li> <li>• Small sided games (focus on defensive positions)</li> <li>• Gameplay (Attackers V Defenders)</li> <li>• Gameplay (patterns of play)</li> <li>• Pass, Catch, Move (competitive)</li> <li>• Apply patterns of play and strategies</li> </ul>
---------	--------	--------	--	--	--	---

Hockey			<p>I can:</p> <ul style="list-style-type: none"> <li>• Correct stick handling and dribbling</li> <li>• Control and pass (short distance)</li> <li>• Turning (legally)</li> <li>• Safe and legal tackling</li> <li>• Shooting accurately</li> <li>• Understand basic rules of hockey</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Dribbling and changing direction at speed</li> <li>• Accuracy and distance when passing</li> <li>• Passing, turning and moving</li> <li>• Beating an opponent</li> <li>• Dribbling and shooting under pressure</li> <li>• positioning when defending</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Dribbling and beating an opponent</li> <li>• Passing over long distance</li> <li>• Turning (under pressure)</li> <li>• Different types of tackling</li> <li>• Shooting techniques from distance</li> <li>• Attacking formations</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Dribbling and passing to beat defenders</li> <li>• Passing under pressure (various distances)</li> <li>• Receiving passes under pressure (back to goal)</li> <li>• Defenders V Attackers</li> <li>• Passing and Shooting (patterns of play)</li> <li>• Patterns of Play</li> </ul>
Tag Rugby			<p>I can:</p> <ul style="list-style-type: none"> <li>• Move &amp; Dodge</li> <li>• Short passing with a partner</li> <li>• Safe tackling technique (tag rugby)</li> <li>• Catching technique</li> <li>• Describe &amp; Apply Pressure</li> <li>• Understand basic rules of rugby</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Dodge under pressure</li> <li>• Pop passing in a team</li> <li>• Tackling in game play</li> <li>• Kicking technique</li> <li>• Passing, catching and kicking under pressure</li> <li>• Gameplay and tactics</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Foot speed and footwork</li> <li>• Pass selection (under pressure)</li> <li>• Tag Rugby strategies (taking tags)</li> <li>• Speed and Reaction V opponent</li> <li>• Kicking from a tee and dropkick</li> <li>• Positioning when defending/attacking</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Beating an opponent with feints and dummies</li> <li>• Passing (gameplay)</li> <li>• Tag collection (gameplay)</li> <li>• Tackling, passing and gameplay</li> <li>• Kicking strategies (cross field and forward)</li> <li>• Competition and patterns of play</li> </ul>

Athletics	<p>I can:</p> <ul style="list-style-type: none"> <li>• Running (direction &amp; self awareness)</li> <li>• Running (speed &amp; reaction)</li> <li>• Jumping (technique &amp; co-ordination)</li> <li>• Jumping (timing &amp; footwork)</li> <li>• Object control (basic throwing)</li> <li>• Object control (competitive throwing)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Throwing (aiming)</li> <li>• Throwing (competitive throwing)</li> <li>• Jumping (distance &amp; measurement)</li> <li>• Jumping (competition)</li> <li>• Running (distance)</li> <li>• Running (relays)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Medium/long distance running</li> <li>• Sprinting</li> <li>• Long Jump technique</li> <li>• Sergent Jump Technique</li> <li>• Accuracy when throwing</li> <li>• Distance when throwing</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Pacing and strategy</li> <li>• Start technique and power</li> <li>• Long jump prep (running and technique)</li> <li>• Leg power development (technique)</li> <li>• Shot Put Technique</li> <li>• Throwing techniques</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Sprint training (drills)</li> <li>• Distance running drills and strategies</li> <li>• Long Jump/Sergent Jump drills</li> <li>• Throwing technique (javelin) drills</li> <li>• Hurdling technique and drills</li> <li>• Relay techniques (passing the baton)</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Sprinting against competition</li> <li>• Distance running competition</li> <li>• Long Jump/Sergent Jump competition</li> <li>• Throwing technique (discus) drills</li> <li>• Hurdling competition</li> <li>• competition</li> </ul>
Cricket			<p>I can:</p> <ul style="list-style-type: none"> <li>• Throwing and Catching with a partner</li> <li>• Correct holding of bat and striking technique</li> <li>• Striking the ball accuracy</li> <li>• Understand bowling technique</li> <li>• Understand cricket positioning</li> <li>• Understand basic cricket rules</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Different catching techniques</li> <li>• Shot selection under pressure</li> <li>• Striking and running between wickets</li> <li>• Accuracy when bowling</li> <li>• Effective and correct cricket positioning</li> <li>• Apply some simple cricket rules</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Catching Techniques (Long Distance)</li> <li>• Front Foot and Square Cut</li> <li>• Running under pressure</li> <li>• Understand the roll of the wicket keeper</li> <li>• Stopping the ball in the field</li> <li>• Scoring and methods of being 'out'</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Throwing and catching under pressure</li> <li>• Back Foot Drive</li> <li>• Scoring runs safely (calling when running)</li> <li>• Different styles of bowling and strategies</li> <li>• Running, collecting, throwing accurately</li> <li>• Fielding strategies</li> </ul>

Tennis	<p>I can:</p> <ul style="list-style-type: none"> <li>• bubble shots</li> <li>• bubble shots + Footwork, hand eye, reactions (prob similar to yours)</li> <li>• scarecrow + racket skills</li> <li>• racket skills +coaching</li> <li>• racket skills coaching with net</li> <li>• skills comps</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• variation of shots</li> <li>• Reacting to a shot</li> <li>• Grip variation and shot selection</li> <li>• Selecting shot and directing</li> <li>• Approach and movement</li> <li>• Apply to game</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Moving around the court (types of movement)</li> <li>• Accuracy when striking the ball</li> <li>• Volley a ball when stationary</li> <li>• Understand serving</li> <li>• Understand fitness for tennis</li> <li>• Demonstrate good sportsmanship</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Basic Forehand and Backhand shots</li> <li>• Striking the ball when moving</li> <li>• Backhand volley and volley when moving</li> <li>• Practise serving accurately</li> <li>• Strategic movement and speed around the court</li> <li>• Understand scoring in tennis</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Demonstrate various types of tennis shots</li> <li>• Improve service technique</li> <li>• Focus on backhand and forehand technique</li> <li>• Improve and focus on volley technique (forehand and backhand)</li> <li>• Improve shot selection decision making</li> <li>• Improve match play strategy</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Introduce lobs and smashes</li> <li>• Apply service in gameplay</li> <li>• Playing shots on the move (gameplay)</li> <li>• Volleying (gameplay)</li> <li>• Tournament Tennis</li> <li>• Playing with a partner</li> </ul>
Rounders			<p>I can:</p> <ul style="list-style-type: none"> <li>• Throwing and Catching with a partner</li> <li>• Correct holding of bat and striking technique</li> <li>• Striking the ball accuracy</li> <li>• Understand bowling technique</li> <li>• Understand cricket positioning</li> <li>• Understand basic Rounder rules</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Different catching techniques</li> <li>• Shot selection under pressure</li> <li>• Striking and running between wickets</li> <li>• Accuracy when bowling</li> <li>• Effective and correct cricket positioning</li> <li>• Apply simple Rounders rules</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Catching Techniques (Long Distance)</li> <li>• Front Foot and Square Cut</li> <li>• Running under pressure</li> <li>• Understand the roll of the Backstop</li> <li>• Stopping the ball in the field</li> <li>• Scoring and methods of being 'out'</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Throwing and catching under pressure</li> <li>• Back Foot first base (Tactical shot)</li> <li>• Scoring runs safely (calling when running)</li> <li>• Different styles of bowling and strategies</li> <li>• Running, collecting, Fielding techniques(L Barrier)</li> <li>• Fielding strategies</li> </ul>

Gym	<p>I can:</p> <ul style="list-style-type: none"> <li>• Shapes</li> <li>• Shapes with Equipment</li> <li>• Travelling</li> <li>• Travelling with apparatus</li> <li>• Shapes and Travelling (Transition)</li> <li>• Sequences</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Balance on Apparatus</li> <li>• Rolling</li> <li>• Rolling in a Group</li> <li>• Balances and Rolling (Transition)</li> <li>• Sequences</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Jumping</li> <li>• Jumping with apparatus</li> <li>• Jumping, Landing, Travelling &amp; Shapes (Combinations)</li> <li>• Balance, Travelling, Jumping &amp; Landing (Combinations)</li> <li>• Rolling, Travelling, Jumping &amp; Landing (Combinations)</li> <li>• Sequences</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Combinations</li> <li>• Combinations on Apparatus</li> <li>• Conditioning</li> <li>• Combinations with a Partner</li> <li>• Combinations with a Partner, on Apparatus</li> <li>• Sequences</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Apparatus with a Partner (Mirroring/Matching)</li> <li>• Apparatus (Contrast)</li> <li>• Leaps/Hops &amp; Spins/Twists</li> <li>• Sequence</li> <li>• Partner work (Symmetrical/Symmetrical)</li> <li>• Group Sequence</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>•</li> </ul>
-----	---	--	--	--	--	---

Dance	I can:	I can:	I can:	I can:	I can:	I can:
	Body - using different body parts to make shapes	Explore & Create actions and poses	Improvise & Create dance	Improvise creatively	Creative movement	Exaggerate movement
	Actions - how can they move around the space, speed of movements	Copies and explore basic movements with clear control	Improvise with partner	Create sequence	Group formations	Perform confidently with variety
	Space - being in own space and levels (high, medium, low poses)	Vary levels and speed in sequence	Use space and levels convert stimuli with movement	Control & Precision Vary dynamics	Fluency Timing to stimuli	Imaginative and creative
	Time - Dance counts, beats of music, moving in time with music	Can vary the size of their body shapes	Compare and adapt movement	Rhythm & Awareness	Responding to a partner Self and peer	Move appropriately to stimuli
	Energy/Mood - what emotions can they show, what mood is the music	Add change of direction to a sequence	Perform dance and evaluation	Evaluate and modify	Evaluation to improve	Show pace and timing
	Perform dance, review fundamentals	Use of space when performing				Improvise with confidence



Badminton			<p>I can:</p> <ul style="list-style-type: none"> <li>Basic Grips/shots</li> <li>Reactions and shots</li> <li>Footwork and Body positioning /Partner imagery</li> <li>Net &amp; Lunge /movement</li> <li>Net &amp; Starting /receiving</li> <li>Serve and Rally</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Throwing and catching skills /strike</li> <li>Vary strength, length and direction of throw then shot.</li> <li>Understand how they can make it difficult for opponent to receive</li> <li>Understand where to stand when receiving.</li> <li>Understand attack and defence tactics.</li> <li>Understand rules about the games.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Hold and swing of racket</li> <li>Court positioning before shot strike, catching and receiving.</li> <li>Hit the ball on both sides of the body and above head.</li> <li>Use different types of shots during a game. Improve accuracy.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Grip &amp; Control shots</li> <li>Body Position/Receive</li> <li>Anticipate opponents' shots</li> <li>Handling &amp; Serving</li> <li>Directing shots /outwitting</li> <li>Tactical Play</li> </ul>
Lacrosse			<p>I can:</p> <ul style="list-style-type: none"> <li>Passing techniques</li> <li>Beating an opponent</li> <li>Travelling</li> <li>Blocking passes</li> <li>Shooting Techniques</li> <li>Understand some of the rules and apply tactics for game play</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Passing under pressure</li> <li>Pivoting</li> <li>Dribbling on the move</li> <li>Defensive intercepting</li> <li>Shooting under pressure</li> <li>Using rules and tactics within the game of Lacrosse</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Control Passing/Catching techniques</li> <li>Forward Play</li> <li>When and where to dribble</li> <li>Defensive play ball in front</li> <li>Shot Selection</li> <li>Tactics and Applying Rules to match play in</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Passing patterns</li> <li>Attacking formations</li> <li>Dribble</li> <li>Defensive play -prevent turn</li> <li>Accurate shooting under pressure</li> <li>Tactical game play</li> </ul>

Handball			<p>I can:</p> <p>Passing techniques</p> <p>Beating an opponent Travelling</p> <p>Blocking passes</p> <p>Moving into space on attack and defence</p> <p>Shooting Techniques</p> <p>Understand some of the rules and apply tactics for game play</p>	<p>I can:</p> <p>Passing under pressure</p> <p>Pivoting</p> <p>Dribbling on the move</p> <p>Defensive intercepting</p> <p>Attack and defence positioning</p> <p>Shooting under pressure</p> <p>Using rules and tactics within the game of Handball</p>	<p>I can:</p> <p>Control Passing/Catching techniques</p> <p>Forward Play</p> <p>When and where to dribble</p> <p>Defensive play ball in front</p> <p>Tactical awareness</p> <p>Shot Selection</p> <p>Tactics and Applying Rules to match play in</p>	<p>I can:</p> <p>Passing patterns</p> <p>Attacking formations</p> <p>Dribble</p> <p>Defensive play -prevent turn</p> <p>Tactical Play</p> <p>Accurate shooting under pressure</p> <p>Tactical game play</p>
Ball skills	<p>I can:</p> <p>Hand/eye co- ordination (individual skills)</p> <p>Hand/foot co- ordination (individual skills)</p> <p>Passing skills with a partner (hand/eye)</p> <p>Passing skills in a small group (foot/eye)</p> <p>Team skills (hand/eye)</p> <p>Team skills (foot/eye)</p>	<p>I can:</p> <p>Zonal awareness</p> <p>Positional movement</p> <p>Kicking directions</p> <p>Using tactics in team games</p> <p>Following Rules</p> <p>Spatial awareness</p>				

Bat and Ball skills	<p>I can:</p> <p>Hand/eye individual catching skills</p> <p>Individual throw &amp; hit skills</p> <p>Partner catching skills</p> <p>Small group bat/ball game skills</p> <p>Aiming skills</p> <p>Apply skills under pressure</p>	<p>I can:</p> <p>Hand /eye reactions</p> <p>Reacting at different angles</p> <p>Accurate movements</p> <p>Design skill activity</p> <p>Body positions</p> <p>Apply skills under pressure</p>				
Team Games 1	<p>I can:</p> <p>Individual Skills (self confidence &amp; awareness)</p> <p>Communication (working with another)</p> <p>Working in a small group</p> <p>Working in a team</p> <p>Competition</p>	<p>I can:</p> <p>Effective team player</p> <p>Communication</p> <p>Rules and objectives of games</p> <p>Spatial awareness/positions in groups</p> <p>Simple tactics</p> <p>Apply skills to game</p>				

Team Games 2	<p>I can:</p> <p>What makes a good team /teamwork</p> <p>Communication in Teams work ,variety of methods</p> <p>What is spatial awareness</p> <p>Where can I move when attacking in my team</p> <p>Moving in line with a target</p> <p>Apply skills into a team game</p>	<p>I can:</p> <p>Roles within a team /Teamwork</p> <p>Different ways to communicate</p> <p>Apply spatial awareness in team play</p> <p>Where can I move in attacking and defending</p> <p>Effective movements in game play</p> <p>Apply skills and help my team in game play</p>				
Curling	<p>I can:</p> <p>Accuracy –delivering</p> <p>Accuracy - Power Skittles</p> <p>Removing Stones</p> <p>The Nudge</p> <p>Shot selection</p> <p>Game play</p>	<p>I can:</p> <p>Accuracy: Delivering Between</p> <p>Delivering stones with power, going through a ‘gate’</p> <p>Power-Removing stones</p> <p>Tactics</p> <p>Game play</p> <p>Umpiring</p>				

**PE CURRICULUM IMPLEMENTATION: ASSESSMENT**

We have clear expectations with regards to the significant mile stones for our children. These include an expectation that a significant percentage of our children will exceed the end of KS2 expectations in PE.

EYFS	KS1	KS2
<p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space</p>	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance and agility</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple patterns</p>	<p>Use running, jumping, throwing and catching in isolation and combination</p> <p>Play competitive games, modified where appropriate</p> <p>Develop flexibility, strength, technical control and balance e.g athletics or gymnastics.</p> <p>Perform dances using a range of movement patterns</p> <p>Outdoor Adventurous activity challenges</p> <p>Compare performances with previous and improve/personal best</p> <ul style="list-style-type: none"> <li>•swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>•use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>•perform safe self-rescue in different water-based situations.</li> </ul>

Our PE Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> <li>• Respect for self and others</li> <li>• Increasing ability to reflect</li> <li>• Empathy, Concern &amp; Compassion</li> <li>• Expressive &amp; creative development</li> <li>• Awareness and understanding of their own and others beliefs</li> <li>• Ability to think in terms of the whole</li> <li>• Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism</li> <li>• Courage and persistence in the defence of their aims, values, principles and beliefs</li> <li>• Appreciation of the intangible</li> <li>• Understanding of feelings and emotions and their likely impact</li> <li>• Respect for insight as well as knowledge and reason</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to distinguish right from wrong</li> <li>• Confidence to act consistently in accordance with their own principles</li> <li>• Respect for others' needs, interests and feelings as well as their own</li> <li>• Desire to explore their own and others' views</li> <li>• A commitment to personal values in areas which are considered right by some and wrong by others</li> <li>• Ability to make responsible and reasoned judgements on moral dilemmas</li> <li>• Ability to think through consequences of their own and others' actions</li> <li>• Considerate style of life</li> <li>• Understanding of the need to review and reassess their values, codes and principles in the light of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Works successfully as a member of a group or team</li> <li>• Appreciates the right and responsibilities of individuals within the wider social setting</li> <li>• Takes advice offered by those in authority or counselling roles</li> <li>• Participates in activities relevant to the community</li> <li>• Exercises responsibility</li> <li>• Resolves conflict</li> <li>• Adjusts to a range of social contexts by appropriate and sensitive behaviour</li> <li>• Challenges, when necessary and in appropriate ways, the values of a group or wider community</li> <li>• Understands how societies function and are organised in structures such as the family, the school and local and wider communities</li> <li>• Shares values and opinions with others and works towards consensus</li> <li>• Reflects on their own contribution to society</li> <li>• Relates well to other peoples' social skills and personal qualities</li> <li>• Understands the notion of interdependence in an increasingly complex society</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the diversity and interdependence of cultures</li> <li>• Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality</li> <li>• Ability to recognise and understand their own cultural assumptions and values</li> <li>• Understanding of the influences which have shaped their own cultural heritage</li> <li>• Understanding of the dynamic, evolutionary nature of cultures</li> <li>• Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures</li> <li>• Regard for the rights of human achievement in all cultures and societies</li> <li>• Openness to new ideas and a willingness to modify cultural values in the light of experience</li> </ul>

### **PE CURRICULUM IMPLEMENTATION: EXTRA-CURRICULAR CLUBS**

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community. Some of our clubs relating to PE are run by external providers and take place after school but we also run clubs at lunchtime. Clubs are available for both KS1 and KS2 children.

The list of clubs is ever changing but generally includes:

- Eco-Council
- Gardening Club
- Spanish Club
- PE clubs (Activity leaders, S4k clubs, couch to 2K)

### **PE CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING**

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

### **PE CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT**

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

### **PE CURRICULUM IMPACT**

#### **PE LESSONS**

All children have consistent access to high quality, safe and broad PE lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of PE
- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- Develop their social, moral, spiritual and cultural understanding by linking their understating and learning to their lives.

#### **PE EXTRA CURRICULAR CLUBS**

All children have access to:

- Extra-curricular opportunities such as Sports clubs, Eco-Council, Gardening Club and Spanish Club
- Opportunities to socialise with different peer groups
- Opportunities to make a positive contribution to our school and community – walking to school, recycling, litter picking and supporting charities

#### **PROFESSIONAL DEVELOPMENT & RESEARCH**

- Continuous Staff development is planned annually
- Staff questionnaires are completed annually to ensure suitable coverage and topic success rate