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| Logo  Description automatically generated with medium confidence**A picture containing logo  Description automatically generatedHarbertonford Primary**  **PE Curriculum Plan**  Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| We believe that Physical Education is an important subject for developing life-long skills which can lead to a healthy active lifestyle within education and beyond. Developing an understanding of physical activity, healthy diet and health and wellbeing is imperative for students of all ages, therefore our PE curriculum has been designed give students regular Physical Education to ensure all students are physically active. We continually reinforce the importance of health and wellbeing. The PE curriculum has also been designed to give students access to a wide range of activities over a two-year period, developing the physical skills which are required to play a variety of sports and to maximum opportunity to learn something new. We believe that a positive PE experience at school will allow students to find an activity which they love and subsequently continue to be active beyond education.    Teachers will use their excellent subject knowledge to deliver high quality Physical Education lessons which allow students to develop and implement physical skills, problem solve, analyse performance of themselves and of others, work in teams, compete and strive for personal and team development.    While PE has its own set of skills applicable to different sports and activities, it also contributes to students’ learning by promoting Fundamental British Values, supporting their personal development, and improving their physical and mental wellbeing. The learning which takes place within a PE lesson also supports other curriculum subjects such as science (the human body), geography (sporting countries/Olympics), history (history of sport), ICT (video analysis), English (key vocabulary) and maths (scoring and officiating).    Our PE curriculum also allows for holistic development, providing students the opportunity to develop and demonstrate attributes like resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.    In addition to high quality PE lessons, every student will have the opportunity to represent their schools as part of an inter-school festival programme and gain experience of different activities through trips and visits. We also aim to increase participation in sport and physical activity through regular opportunity to attend extracurricular clubs. There are multiple opportunities each week for students to participate to further develop their skills and understanding and to increase their amount of physical activity. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject.  Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Physical Education Vocabulary List**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Movement** | **Fundamental skills** | **Athletics** | **Invasion Games** | **Sport Specific** | **Net/Wall Games** | **Striking & Fielding** | **Other** | | Run | Underarm | Sprint | Dodge | Jump | Racket | Swing | Win | | Skip | Overarm | Long jump | Space | Teamwork | Net | Strike | Draw | | Hop | Roll | Javelin | Attacking |  | Swing | Fielding | Loss | | Jump | Bounce | Relay | Defending | Sportsmanship | Follow through | Bowling | Heart | | Side-step | Score | Hurdles |  | Communication |  |  | Lungs | | Crawl | Catch |  |  |  |  |  | Blood | | Climb |  |  |  |  |  |  | Muscles | |  |  |  |  |  |  |  | Sportsmanship | |  |  |  |  |  |  |  | Teamwork |   **Lower KS2 Physical Education Vocabulary List** *All of the above vocabulary, plus words below.*   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Movement** | **Fundamental skills** | **Athletics** | **Invasion Games** | **Sport Specific** | **Net/Wall Games** | **Striking & Fielding** | **Other** | | Side-step | Dribble | Shotput | Chest pass | Jump shot | Forehand | Wicket | Deltoids | | Accelerate | Trap | Middle-distance | Bounce pass | Push pass | Backhand | Fielder | Biceps | | Decelerate | Scan | Pacing | Shoulder pass | Try | Serve | Stumps | Triceps | |  |  |  | Overhead pass | Sandwich catch | Dig | Wicket keeper | Abdominals | |  |  |  | Intercept | Tactics | Set |  | Quadriceps | |  |  |  | Marking | pivot |  |  | Hamstrings | |  |  |  | End zone |  |  |  | Fitness | |  |  |  |  |  |  |  | Health |   **Upper KS2 Physical Education Vocabulary List**  *All of the above vacabulary, plus the words below*   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Movement** | **Fundamental Skills** | **Athletics** | **Invasion Games** | **Sport Specific** | **Net/Wall Games** | **Striking & Fielding** | **Other** | | Double-movement | Evade | Personal best | Evasion | Lay up | Topspin | Front-foot drive | Flexion | | Accelerate | Defensive shape | Discus | Full court press | Push pass | Slice | Wicket Keeper | Extension | | Decelerate |  | Down-sweep | Half court press | Flick | Volley | Backstop | Trapezius | |  |  | Changeover | Zone defending | Spin pass | Spike | Backing up | Gastrocnemius | |  |  |  |  | Arrowhead attack | Trajectory |  | Latissimus Dorsi | |  |  |  |  | Jump stop |  |  | Gluteals | |  |  |  |  | Pivot |  |  | Protein | |  |  |  |  |  |  |  | Carbohydrate | |  |  |  |  |  |  |  | Fats | |  |  |  |  |  |  |  | Vitamins | |  |  |  |  |  |  |  |  |   Each student will receive 2 hours of high-quality PE each week which follow specific learning topics each half term as part of a 2-year rolling programme. Arranging curriculum PE in this way allows students to achieve a depth of understanding of each topic, whilst giving them access to a broad range of different activities within a PE curriculum cycle. As students' progress through the school, they will re-visit activities and access a higher level of learning when re-visiting to ensure there are continually acquiring new knowledge and skills about sport and physical activity.    Our PE lessons also have a focus on life-skills, providing the opportunity for students to develop and demonstrate attributes such as resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.    Teachers identify key knowledge and skill for each topic being delivered, with clear progression apparent through each half term, linked to expected progress for each key stage. This ensures that lessons are relevant and allow for students’ different starting points for a new topic.  Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. Students with coordination difficulties are identified early and receive additional support in the form of a physical movement intervention on a regular basis.  **EYFS**  **Nursery**  Pupils should be taught:   * Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. * Clap and stamp to music * Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. * Enjoy starting to kick, throw and catch balls. * Walk, run, jump and climb – and start to use the stairs independently. * Spin, roll and independently use ropes and swings. * Sit on a push-along wheeled toy, use a scooter or ride a tricycle. * Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * Go up steps and stairs, or climb up apparatus, using alternate feet. * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Use large-muscle movements to wave flags and streamers, paint and make marks * Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.   **Reception**  Pupils should be taught:   * Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing * Progress towards a more fluent style of moving, with developing control and grace * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. * Develop overall body-strength, balance, co-ordination and agility. * Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.   **PE 2-year Rolling Programme**    **Year 1**    **Year 2** |
| **The National Curriculum** |
| **Key Stage One:**  Pupils are taught to develop fundamental movement skills, becoming increasingly competent and confident through accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.    Pupils are taught to:   * Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. * Participate in team games, developing simple tactics for attacking and defending. * Perform dances using simple movement patterns.     **Key Stage 1 Units:**  Basketball, multi-skills, health & fitness, gymnastics, dance, handball, throwing & catching, athletics, rounders, tennis, striking and fielding.  **Key Stage 2:**  Pupils 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 are 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.     **Key Stage 2 Units:**  Basketball, invasion games, health & fitness, gymnastics, multi-skills, dance, handball, throwing & catching, rounders, ultimate frisbee, athletics, tennis, striking and fielding.    **Swimming and water safety**    We provide swimming instruction in key stage 2 to ensure that pupils can:   * Swim competently, confidently and proficiently over a distance of at least 25 metres. * Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * Perform safe self-rescue in different water-based situations. |

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| **Key skills** |
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| **In order to assess impact - a guide** |
| Termly assessment is carried out of fundamental movement and skills, which inform staff of student progress, which subsequently informs future teaching of the subject. The assessment areas have been selected to represent key physical skills which are applicable to a variety of physical activities and each topic taught has the opportunity for students to demonstrate their development of the fundamental skills. The assessment areas are as follows:    Object control   * Throwing * Catching * Striking     Body control/movement   * Balance * Flight * Travel   **Assessment sheet shown below:** |