

PE CURRICULUM

*'Sport has the power to change the world. It has the power to inspire.
It has the power to unite people in a way that little else does.'*

Nelson Mandela, 2000



We value the importance of sport, physical education and activity in our school, and see it as a critical player in ensuring that our children are physically and mentally healthy. We aim to develop them to become successful learners, confident individuals and responsible citizens.

We pride ourselves on delivering a high quality PE curriculum, which is an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to.

We want every child to leave Nascot Wood Junior school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

PE Provision

1

Intent

We aim to ensure all pupils have a varied and well organised approach of the PE National Curriculum; providing opportunities for progression and breadth for both indoor and outdoor lessons.

2

Implementation

We strive to give every pupil the opportunity to: develop skills, either in isolation or combination; allow pupils to consider the impact on their health and fitness and to complete, perform and evaluation to achieve their personal best.

3

Impact

To provide a PE curriculum to develop a life long love of physical activity, sport and PE. We aim to help ensure a positive and healthy physical and mental outlook and help pupils develop essential skills like leadership and teamwork.

1

Organised approach of the PE National Curriculum

National Curriculum	Year 3	Year 4	Year 5	Year 6
To develop competence to excel in a broad range of physical activities	✓	✓	✓	✓
To be physically active for sustained periods of time	✓	✓	✓	✓
To engage in competitive sports and activities	✓	✓	✓	✓
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.	✓	✓	✓	✓
To use running, jumping, throwing and catching in isolation and in combination	✓	✓	✓	✓
To 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	✓	✓	✓	✓
To develop flexibility, strength, technique, control and balance	✓	✓	✓	✓
To perform dances using a range of movement patterns	✓	✓	✓	✓
To take part in outdoor and adventurous activity challenges both individually and within a team	✓		✓	✓
To swim competently, confidently and proficiently over a distance of at least 25 metres To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] To perform safe self-rescue in different water-based situations.	✓	✓	✓	✓

Overview of PE Provision

Year Group	Autumn	Spring	Summer
Year 3	Quick Sticks Hockey Football High 5 Netball Pilates Adventurous outdoor activities	Multi Sports Mini Tennis Tri Golf Gymnastics	Rounder's Athletics Orienteering Dance Swimming
Year 4	Quick Sticks Hockey Football High 5 Netball Gymnastics	Mini Tennis Indoor Athletics Rapid Fire Cricket Dance	Rounder's Athletics Orienteering Pilates Swimming
Year 5	Hockey Netball Basketball Cross Country Pilates Table Tennis Adventurous outdoor activities	Indoor Athletics Kwik Cricket Tag Rugby Tennis Dance Badminton	Athletics Rounder's Orienteering Gymnastics Dodgeball Swimming
Year 6	Hockey Netball Basketball Dance Adventurous outdoor activities	Indoor Athletics Football Tag Rugby Gymnastics Badminton	Cricket Athletics Rounder's Pilates Swimming

Progression of skills across the National Curriculum

Games – Progression Document

Year 3	Can throw and catch the ball with control and accuracy
	Start to explore different ways of passing the ball (e.g. chest push, bounce pass etc)
	Understand and follow rules of games, including fair play
	Can travel whilst bouncing a ball showing control (e.g. basketball)
	Can use a range of skills to help them keep possession and control of the ball
	Maintain possession of a ball
	Pass ball to team mates when appropriate
	Can, in pairs, make up a game and play a simple rallying game
	Can choose good places to stand when receiving, and give reasons for their choice
Year 4	Can use different types of passing the ball with control
	Strike a ball with intent and throw it more accurately when bowling and/or fielding
	Can travel whilst bouncing a ball as well as exhibiting evasion techniques
	Attempts to obtain possession of ball by starting to understand defensive techniques
	Can keep and use rules they are given
	Can try to make things difficult for their opponent by directing the ball into a space, at different speeds and height

Year 5	Use different ball passing skills in the context of a game
	Can travel with a ball showing changes of speed and directions using either foot or hand
	Can use a range of techniques when passing, e.g. high, low, bounced, fast, slow
	Can work alone or with team mates in order to gain possession by competently marking opponent
	Can strike a ball with accuracy in a range of different games (e.g. hockey)
	Can hit the ball from both sides of the body
	Can judge how far they can run to score points
Year 6	Confidently use a range of passes during games which are appropriate
	Can dribble effectively around obstacles and opponents
	Can show precision and accuracy when sending and receiving over short and long distances, using a variety of catching/receiving techniques
	Perform skills with accuracy, confidence and control
	Can combine and perform skills with control, adapting them to meet the needs of the situation
	Play shots on both sides of the body including hitting a ball with forehand and backhand
	Explore and develop different ways of bowling
	Can play games showing tactical awareness and knowledge of rules and scoring
	Can respond consistently in the games they play, choosing and using skills which meet the needs of the situation
	Can choose when to pass or dribble, so that they keep possession and make progress towards the goal
	Field, defend and attack tactically by anticipating the direction of play

Gymnastics – Progression Document

Year 3	Can improve the quality of their actions, body shapes and balance through understanding of their own bodies
	Can know the importance of strength in different parts of the body
	Can recognise how their work can be improved
	Refine movements into sequences
	Show changes in speed, direction and level during performances
	Can make simple judgments on their own and others work
	I can use equipment in a variety of ways
Year 4	Travel in a variety ways including flight via transfer of weight
	Use equipment in a variety of ways
	Plan and perform and repeat sequences
	Move in a clear, fluent and expressive manner
	Can create gymnastic sequences that meet a theme or set of objectives (e.g. topic, poem)
	Can develop a range of actions, body shapes and levels and include in a performance
	Can describe how their body reacts to different situations (e.g. their muscles)
	Can suggest ways performances can be improved
	Can evaluate their work and quality of their performance

Year 5	Can perform actions in a fluent and consistent performance
	Can create sequences and adapt to variables such as feedback, the needs of a partner and the implementation of equipment
	Can evaluate and improve their own and others work
	Understand centre of gravity and use this to create interesting body shape
	Create complex and well executed sequences including: Traveling, balances, bending, stretching, twists and rolls
	I can use equipment in a variety of ways
Year 6	Can combine and perform gymnastic actions, shapes and balances fluently.
	Can develop their own sequences
	Can suggest ways of improvements (self-evaluating and peer evaluating). Use ideas to practise and refine gymnastics techniques learnt
	Create complex and well executed sequences that include a range of: Spring, flight, rotations, linking shapes, vaults and rolls
	Hold shapes that are strong, fluent and expressive
	I Can vary speed, direction, level and body rotation during floor performances
	I can use equipment in a variety of ways (e.g. vaults and balances)

Dance – Progression Document

Year 3	Can improvise freely on their own or with a partner.
	Attempt to translate abstract ideas into a dance, including moods, feelings and ideas independently
	Can create and link phrases using a simple dance structure.
	Can perform dances with an awareness of rhythm on their own or in a group.
Year 4	Can confidently translate abstract ideas into a dance
	Use composed dances as a stimulus to create smaller routines
	Can explain the importance of warming up
	Can evaluate their own and others performances and comment on improvements
Year 5	Can explore ideas from different dance styles.
	Can compose imaginative dance sequences and perform them expressively.
	Can organise their own warm up and cool down to suit activities.
	Can understand why it's important to warm up.
	explore and create characters and narratives through interpretive dance
Year 6	Can explore, improvise and combine movements.
	Can create multiple structures in various sections of dance.
	Can understand why dance is good for fitness.
	Can comment on their own work and the work of others. Using feedback to improve
	Identify the muscles being warmed up during stretches

Breadth of Curriculum



2

Lesson Overview

Warm Up

Learning Objective (Growth Mindset)

Curriculum Wheel

Skill

Feedback

Skill

S.T.E.P (Achievement for all)

Compare performances

Demonstrate improvement

Evaluate and recognise
success 'Personal Best'.

Cool Down

2

Progression: Assessment for Learning (AfL)

AfL is based on five key strategies



Clarifying and sharing learning intentions with pupils



Engineering effective discussions, tasks and activities that elicit evidence of learning



Providing feedback that moves the learner forward



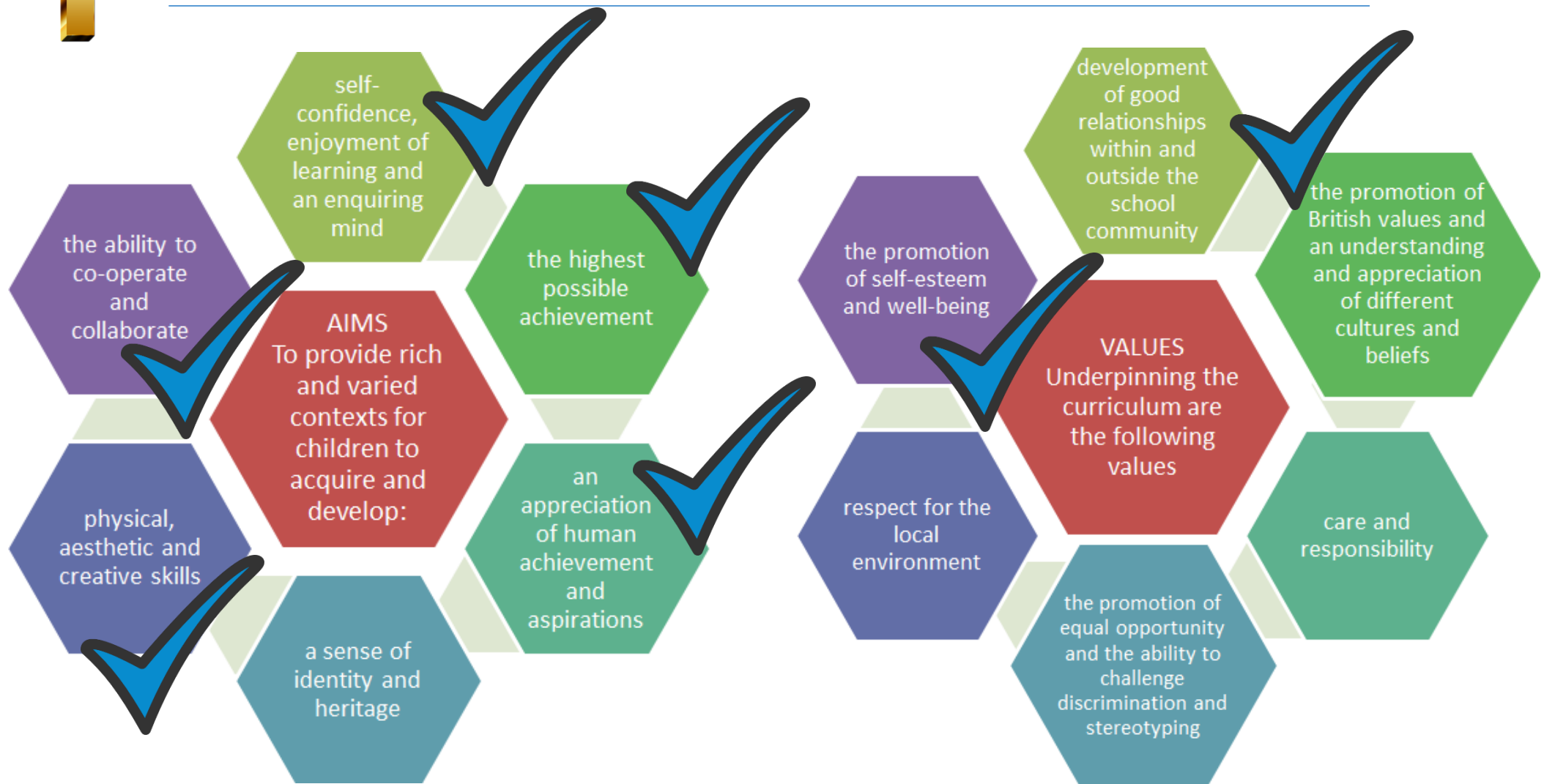
Activate pupils as learning resources for one another



Activate pupils as owners of their own learning

1

How Physical Education links to our Aims and Values



1

Development of Essential Skills

We hope to ensure pupils develop into thinking beings and doing physical beings, which impact on the behavioural change to equip them for lifelong participation.

Stages	<u>Evaluating and Improving</u>	<u>Leadership</u>	<u>Decision Making</u>	<u>Fitness</u>	<u>Performance</u>	<u>Fair Play</u>	<u>Mind-set</u>
Year 3	Describe	Assist	React	Effort	Control	Respect	Engaged
Year 4	Compare	Manage	Respond	Energy	Precision	Teamwork	Determined
Year 5	Analyse	Organise	Influence	Commitment	Fluency	Sportsmanship	Persistent
Year 6	Evaluate	Lead	Command	Intensity	Creativity	Etiquette	Resilient



The Service to Sport Awards is a leading event in the Herts Sports Partnership calendar.

It recognises the enthusiasm and efforts of PE Co-ordinators across Hertfordshire that work tirelessly towards creating a generation of physically active children.

This award recognises that high-quality teaching and provision of PE and school sport.

Hertfordshire Sports Partnership know high-quality teaching and provision of PE and school sport will increase participation levels in physical activity and lead to healthier young people who are more engaged across the whole curriculum, and are more likely to become and remain more active more often.



School Games Mark rewards schools and other educational establishments for their commitment to and development of competition, school sport, physical education and physical activity. In order to achieve any level of the School Games Mark, schools and educational establishments must meet the following prerequisites

Increasing Engagement in School Games

- Have a system in place to track young people's participation in the School Games inclusive of physical activity.
- Have tailored opportunities that attract less active young people to participate in physical activity.
- Have a member of staff who has actively engaged with their School Games Organiser (SGO)
- Have positioned 'personal best' as a key component of their School Games provision

Developing Competitive Opportunities

- Have held a School Games Day that has a clear cultural component as a culmination of a year round competition programme
- Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups to take part in competitions and festivals.
- Have a notice board that promotes School Games activity
- Have maximised the School Games Values to support the competition and festival experience for all young people