



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

Intent



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.

How does Physical Education link to our Aims and Values?



Breadth of curriculum

At Nascot Wood Junior School, the children undertake a wide range of sports including competitive and non-competitive sports. The children have regular opportunities to take part in a variety of competitive competitions. Each year all children take part in a sports day and a swimming gala.

Implementation: Overview of PE Provision 2023/2024

Year Group	Autumn	Spring	Summer
Year 3	Orienteering Playground games Cross-country Football	Gymnastics Pilates Hockey Cricket	Dance Team games Athletics Swimming
Year 4	Speed stacking Indoor athletics Rapid Fire Cricket Orienteering	Gymnastics Team games Tag rugby Multi-sports	Dance Tri-golf Athletics Swimming
Year 5	Dance Dodgeball Cricket Ultimate frisbee	Badminton Gymnastics Netball Orienteering	Fitness Athletics Rounders Swimming
Year 6	Pilates Fitness Hockey Basketball	Dance Indoor athletics Football Orienteering	Yoga Athletics Rounders Swimming

Implementation: PE National Curriculum coverage

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.	✓	✓	✓	✓

Implementation: Progression of skills across the National Curriculum

Games	
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
Year 4	Can choose good places to stand when receiving, and give reasons for their choice
	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

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

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

Development of Essential Skills

We aim to ensure that our pupils develop the essential skills for lifelong participation in sport

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

Hertfordshire Service to Sport Award: Finalist- Primary School of the Year



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.

Schools Sports Mark

