

## Physical Education Curriculum Holy Trinity CE Primary Academy – 2013-14

### Purpose of study

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.

### 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.

## Progression of skills in P.E.

Dance	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>QCA Units</b>	Dance Activities Unit 1	Dance Activities Unit 2	Dance Activities Unit 3	Dance Activities Unit 4	Dance Activities Unit 5	Dance Activities Unit 6
<b>Acquiring and developing skills</b>	<ul style="list-style-type: none"> <li>explore movement ideas and respond imaginatively to a range of stimuli</li> <li>move confidently and safely in their own and general space, using changes of speed, level and direction</li> </ul>	<ul style="list-style-type: none"> <li>explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance</li> </ul>	<ul style="list-style-type: none"> <li>improvise freely on their own and with a partner, translating ideas from a stimulus into movement</li> </ul>	<ul style="list-style-type: none"> <li>explore and create characters and narratives in response to a range of stimuli</li> </ul>	<ul style="list-style-type: none"> <li>explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</li> </ul>	<ul style="list-style-type: none"> <li>explore, improvise and combine movement ideas fluently and effectively</li> </ul>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<ul style="list-style-type: none"> <li>compose and link movement to make simple dances with clear beginnings, middles and ends</li> <li>perform movement phrases using a range of body actions and body parts</li> </ul>	<ul style="list-style-type: none"> <li>compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas</li> </ul>	<ul style="list-style-type: none"> <li>create and link dance phrases using a simple dance structure or motif</li> <li>perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</li> </ul>	<ul style="list-style-type: none"> <li>use simple choreographic principles to create motifs and narrative</li> <li>perform complex dance phrases and dances that communicate character and narrative</li> </ul>	<ul style="list-style-type: none"> <li>compose dances by using adapting and developing steps, formations and patterning from different dance styles</li> <li>perform dances expressively, using a range of performance skills</li> </ul>	<ul style="list-style-type: none"> <li>create and structure motifs, phrases, sections and whole dances</li> <li>begin to use basic compositional principles when creating their dances</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<ul style="list-style-type: none"> <li>recognise how their body feels when still and exercising</li> </ul>	<ul style="list-style-type: none"> <li>recognise and describe how different dance activities make them feel</li> <li>understand the importance of</li> </ul>	<ul style="list-style-type: none"> <li>keep up activity over a period of time and know they need to warm up and cool down for dance</li> </ul>	<ul style="list-style-type: none"> <li>know and describe what you need to do to warm up and cool down for dance</li> </ul>	<ul style="list-style-type: none"> <li>organise their own warm-up and cool-down activities to suit the dance</li> <li>show an understanding of</li> </ul>	<ul style="list-style-type: none"> <li>understand why dance is good for their fitness, health and wellbeing</li> <li>prepare effectively for</li> </ul>

		warming up and cooling down			why it is important to warm up and cool down	dancing
<b>Evaluating and improving performance</b>	<ul style="list-style-type: none"> <li>• talk about dance ideas inspired by different stimuli</li> <li>• copy, watch and describe dance movement</li> </ul>	<ul style="list-style-type: none"> <li>• watch and describe dance phrases and dances and use what they learn to improve their own work</li> </ul>	<ul style="list-style-type: none"> <li>• describe and evaluate some of the compositional features of dances performed with a partner and in a group</li> <li>• talk about how they might improve their dances</li> </ul>	<ul style="list-style-type: none"> <li>• describe, interpret and evaluate their own and others' dances, taking account of character and narrative</li> </ul>	<ul style="list-style-type: none"> <li>• describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</li> </ul>	<ul style="list-style-type: none"> <li>• understand how a dance is formed and performed</li> <li>• evaluate, refine and develop their own and others work</li> </ul>

<b>Games</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>QCA Units</b>	Games Activities Unit 3	Games Activities Unit 4	Games Activities Unit 10,12,13	Games Activities Unit 11,12,13	Games Activities Unit 23,25,26	Games Activities Unit 24,25,26
<b>Acquiring and developing skills</b>	<ul style="list-style-type: none"> <li>be confident and safe in the spaces used to play games</li> <li>explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li> </ul>	<ul style="list-style-type: none"> <li>improve the way they coordinate and control their bodies and a range of equipment</li> <li>remember, repeat and link combinations of skills</li> </ul>	<ul style="list-style-type: none"> <li>consolidate and improve the quality of their techniques and their ability to link movements</li> <li>develop the range and consistency of their skills in all games</li> </ul>	<ul style="list-style-type: none"> <li>develop the range and consistency of their skills in all games</li> </ul>	<ul style="list-style-type: none"> <li>develop a broader range of techniques and skills for attacking and defending</li> <li>develop consistency in their skills</li> </ul>	<ul style="list-style-type: none"> <li>choose, combine and perform skills more fluently and effectively in invasion, striking and net games</li> </ul>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<ul style="list-style-type: none"> <li>choose and use skills effectively for particular games</li> </ul>	<ul style="list-style-type: none"> <li>choose, use and vary simple tactics</li> </ul>	<ul style="list-style-type: none"> <li>improve their ability to choose and use simple tactics and strategies</li> <li>keep, adapt and make rules for striking and fielding and net games</li> </ul>	<ul style="list-style-type: none"> <li>devise and use rules</li> <li>keep, adapt and make rules for striking and fielding and net games</li> <li>use and adapt tactics in different situations</li> </ul>	<ul style="list-style-type: none"> <li>know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</li> <li>choose and apply skills more consistently in all activities</li> </ul>	<ul style="list-style-type: none"> <li>understand, choose and apply a range of tactics and strategies for defence and attack</li> <li>use these tactics and strategies more consistently in similar games</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<ul style="list-style-type: none"> <li>know that being active is good for them and fun</li> </ul>	<ul style="list-style-type: none"> <li>recognise and describe what their bodies feel like during different types of activity</li> </ul>	<ul style="list-style-type: none"> <li>know and describe the short-term effects of different exercise activities on the body</li> <li>know how to improve stamina</li> <li>begin to understand the importance of warming up</li> </ul>	<ul style="list-style-type: none"> <li>recognise which activities help their speed, strength and stamina and know when they are important in games</li> <li>recognise how specific activities affect their bodies</li> </ul>	<ul style="list-style-type: none"> <li>know and understand the basic principles of warming up, and understand why it is important for a good-quality performance</li> <li>understand why exercise is good for their fitness, health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>understand why exercise is good for their fitness, health and wellbeing</li> <li>understand the need to prepare properly for games</li> </ul>

<b>Evaluating and improving performance</b>	<ul style="list-style-type: none"> <li>• watch, copy and describe what others are doing</li> <li>• describe what they are doing</li> </ul>	<ul style="list-style-type: none"> <li>• recognise good quality in performance</li> <li>• use information to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• recognise good performance and identify the parts of a performance that need improving</li> <li>• use what they have learned to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>• explain their ideas and plans</li> <li>• recognise aspects of their work that need improving</li> <li>• suggest practices to improve their play</li> </ul>	<ul style="list-style-type: none"> <li>• choose and use information to evaluate their own and others' work</li> <li>• suggest improvements in own and others' performances</li> </ul>	<ul style="list-style-type: none"> <li>• develop their ability to evaluate their own and others' work, and to suggest ways to improve it</li> <li>• know why warming up and cooling down are important</li> </ul>
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<b>Gymnastics</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>QCA Units</b>	Gymnastic Activities Unit 1	Gymnastic Activities Unit 2	Gymnastic Activities Unit 3	Gymnastic Activities Unit 4	Gymnastic Activities Unit 5	Gymnastic Activities Unit 6
Acquiring and developing skills	<ul style="list-style-type: none"> <li>• explore gymnastics actions and still shapes</li> <li>• move confidently and safely in their own and general space, using change of speed and direction</li> </ul>	<ul style="list-style-type: none"> <li>• remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision</li> </ul>	<ul style="list-style-type: none"> <li>• consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements</li> </ul>	<ul style="list-style-type: none"> <li>• develop the range of actions, body shapes and balances they include in a performance</li> <li>• perform skills and actions more accurately and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• perform actions, shapes and balances consistently and fluently in specific activities</li> </ul>	<ul style="list-style-type: none"> <li>• combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas</li> </ul>
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <li>• copy or create and link movement phrases with beginnings, middles and ends</li> <li>• perform movement phrases using a range of body actions and body parts</li> </ul>	<ul style="list-style-type: none"> <li>• choose, use and vary simple compositional ideas in the sequences they create and perform.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve their ability to select appropriate actions and use simple compositional ideas</li> </ul>	<ul style="list-style-type: none"> <li>• create gymnastic sequences that meet a theme or set of conditions</li> <li>• use compositional devices when creating their sequences, such as changes in speed, level and direction</li> </ul>	<ul style="list-style-type: none"> <li>• choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations</li> </ul>	<ul style="list-style-type: none"> <li>• develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles</li> </ul>
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>• know how to carry and place apparatus</li> <li>• recognise how their body feels when still and when exercising</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and describe what their bodies feel like during different types of activity</li> <li>• lift, move and place equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and describe the short term effects of exercise on the body during different activities</li> <li>• know the importance of suppleness and strength</li> </ul>	<ul style="list-style-type: none"> <li>• describe how the body reacts during different types of activity and how this affects the way they perform</li> </ul>	<ul style="list-style-type: none"> <li>• know and understand the basic principles of warming up and why it is important for good quality performance</li> <li>• understand why physical activity is good for their health</li> </ul>	<ul style="list-style-type: none"> <li>• understand why warming-up and cooling-down are important</li> <li>• understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves</li> <li>• carry out warm ups safely and effectively</li> </ul>

<b>Evaluating and improving performance</b>	<ul style="list-style-type: none"><li>• watch copy and describe what they and others have done</li></ul>	<ul style="list-style-type: none"><li>• improve their work using information they have gained by watching, listening and investigating</li></ul>	<ul style="list-style-type: none"><li>• describe and evaluate the effectiveness and quality of a performance</li><li>• recognise how their own performance has improved</li></ul>	<ul style="list-style-type: none"><li>• describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</li></ul>	<ul style="list-style-type: none"><li>• choose and use information and basic criteria to evaluate their own and others' work</li></ul>	<ul style="list-style-type: none"><li>• evaluate their own and others' work</li><li>• suggest ways of making improvements</li></ul>
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<b>Swimming activities and water safety</b>	<b>Year 3/4/5/6</b>
QCA Units	Unit 2 Developing and competent swimmers
Acquiring and developing skills	<ul style="list-style-type: none"> <li>consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills</li> <li>improve linking movements and actions</li> </ul>
Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> <li>choose and use a variety of strokes and skills, according to the task .and the challenge e.g. swimming without aids, distance and time challenges</li> </ul>
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>know and describe the short-term effects of exercise on the body and how it reacts to different types of activity</li> </ul>
Evaluating and improving performance	<ul style="list-style-type: none"> <li>describe and evaluate the quality of swimming and recognise what needs improving</li> </ul>

<b>Outdoor and adventurous activities</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
QCA Units	Outdoor and Adventurous Activities Unit19	Outdoor and Adventurous Activities Unit20	Outdoor and Adventurous Activities Unit30
<b>Acquiring and developing skills</b>	<ul style="list-style-type: none"> <li>recognise their own space</li> <li>explore finding different places</li> </ul>	<ul style="list-style-type: none"> <li>develop the range and consistency of their skills and work with others to solve challenges</li> </ul>	<ul style="list-style-type: none"> <li>develop and refine orienteering and problem-solving skills when working in groups and on their own</li> </ul>

<b>Selecting and applying skills, tactics and compositional ideas</b>	<ul style="list-style-type: none"> <li>• follow simple routes and trails, orientating themselves successfully</li> <li>• solve simple challenges and problems successfully</li> </ul>	<ul style="list-style-type: none"> <li>• choose and apply strategies and skills to meet the requirements of a task or challenge</li> </ul>	<ul style="list-style-type: none"> <li>• decide what approach to use to meet the challenge set</li> <li>• adapt their skills and understanding as they move from familiar to unfamiliar environments</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<ul style="list-style-type: none"> <li>• recognise and describe how their body feels during exercise</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the effect of different activities on the body and to prepare for them physically</li> <li>• work safely</li> </ul>	<ul style="list-style-type: none"> <li>• understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing</li> </ul>
<b>Evaluating and improving performance</b>	<ul style="list-style-type: none"> <li>• observe what they and others have done and use their observations to improve their performance</li> </ul>	<ul style="list-style-type: none"> <li>• describe and evaluate their own and others' performances, and identify areas that need improving</li> </ul>	<ul style="list-style-type: none"> <li>• see the importance of a group or team plan, and the value of pooling ideas</li> <li>• improve their performance by changing or adapting their approaches as needed</li> </ul>

<b>Athletic activities</b>	<b>Year 1/2</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
QCA Units	Athletic Activities Unit 17	Athletic Activities Unit 18	Athletic Activities Unit 29
<b>Acquiring and developing skills</b>	<ul style="list-style-type: none"> <li>remember, repeat and link combinations of actions</li> <li>use their bodies and a variety of equipment with greater control and coordination</li> </ul>	<ul style="list-style-type: none"> <li>consolidate and improve the quality, range and consistency of the techniques they use for particular activities</li> </ul>	<ul style="list-style-type: none"> <li>develop the consistency of their actions in a number of events</li> <li>increase the number of techniques they use</li> </ul>
<b>Selecting and applying skills, tactics and compositional ideas</b>	<ul style="list-style-type: none"> <li>use their bodies and a variety of equipment with greater control and coordination</li> </ul>	<ul style="list-style-type: none"> <li>develop their ability to choose and use simple tactics and strategies in different situations</li> </ul>	<ul style="list-style-type: none"> <li>choose appropriate techniques for specific events</li> </ul>
<b>Knowledge and understanding of fitness and health</b>	<ul style="list-style-type: none"> <li>recognise and describe what their bodies feel like during different types of activity</li> </ul>	<ul style="list-style-type: none"> <li>know, measure and describe the short-term effects of exercise on the body</li> <li>describe how the body reacts to different types of activity</li> </ul>	<ul style="list-style-type: none"> <li>understand the basic principles of warming up</li> <li>understand why exercise is good for fitness, health and wellbeing</li> </ul>
<b>Evaluating and improving performance</b>	<ul style="list-style-type: none"> <li>watch, copy and describe what they and others have done</li> </ul>	<ul style="list-style-type: none"> <li>describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving</li> </ul>	<ul style="list-style-type: none"> <li>evaluate their own and others' work and suggest ways to improve it</li> </ul>

## Content:

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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, such as 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.

**Swimming and water safety** Swimming instruction will be provided in key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

### **Split Year Groups:**

Children to work at an age appropriate level, regardless of class and skills coverage can be assessed accordingly. Teachers are also able to see next steps for those performing at a higher level and it offers support for those working at a lower level.

### **Links with other subjects (especially the core subjects and Computing):**

Computing – Data handling e.g. Quad Kids/Circuits

Oxenwood - Science - Fossil hunting/Rock and Soils

Forest of Dean - Team games/Climbing/Canoeing/Orienteering

Link to topics/Themes whenever and wherever possible.

DT/Science/PSHE – Healthy body

**Opportunities** for real life projects, experiences, field trips, final products, links to local area/community/relevant topics or issues/

Bath University trip

Visits from Athletes/Sports People – Lucinda Fredericks, Steph Millward

Oxenwood

Forest of Dean

Whole school topics linked to Sporting Events eg – Olympics, World Cup

Sports days. Intra and inter school competitions and galas.