

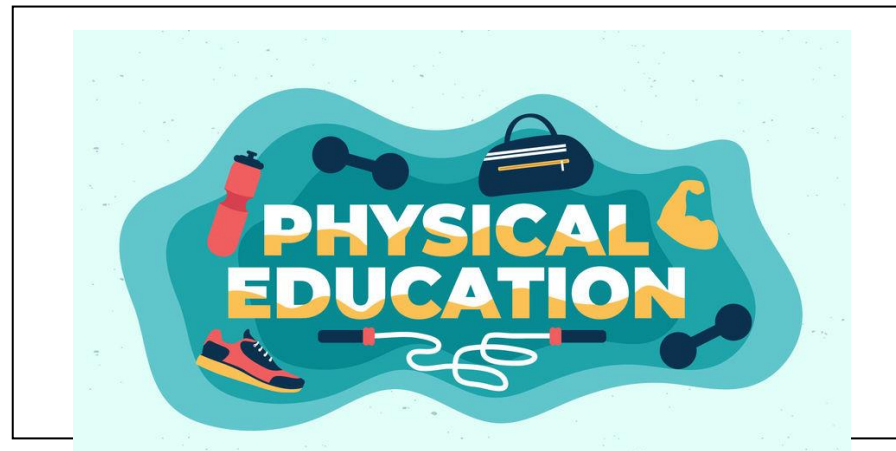


Waddington All Saints Academy

A L.E.A.D. Academy

PE Curriculum

Year 1 to Year 6



Overarching Principles

Subject Intent

We aim to provide a high-quality physical education curriculum which 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 and embeds physical activity as part of their everyday life. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. We encourage pupils to have a love and passion for physical activity through the range of sporting activities that we provide.

We want all pupils at Waddington All Saints Academy to:

- develop competence to excel in a broad range of physical activities;
- be physically active for sustained periods of time;
- engage in competitive sports and activities;
- most importantly, lead healthy and active lives as we feel that being active is essential to pupil's mental health and well-being.

Substantive Knowledge	Disciplinary Knowledge	Connecting themes
<ul style="list-style-type: none">❖ This is the specific, factual content for the topic, which is connected into a careful sequence of learning.❖ Subject knowledge of key vocabulary to support them when learning a sport.❖ Knowledge about motor competencies, rules, tactics, strategies and healthy participation.❖ Deliberate practice and development of	<ul style="list-style-type: none">❖ The pupils are able to apply skills learnt within a range of sports. They should be able to apply specific skills and strategies in a variety of games and challenges. <p>Pupils will be able to:</p> <ul style="list-style-type: none">❖ Practice key actions, balances, movements and skills❖ Apply key skills in games❖ Choose the most efficient strategies and	<ul style="list-style-type: none">❖ Fundamental movement skills❖ Running❖ Jumping❖ Throwing❖ Dance❖ Games

key skills that can be used in a range of sports.

approaches

- ❖ Perform in a range of roles
- ❖ Demonstrate understanding of rules
- ❖ Take part in competitive games
- ❖ Hold equipment accurately
- ❖ Work collaboratively when making choices
- ❖ Evaluate and reflect on their performances

- ❖ Body management
- ❖ Outdoor adventurous activities
- ❖ Social, emotional, thinking

Key Subject Teaching Approach at All Saints

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 [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.

Lesson 1 – Led by specialist coaches and a specialist provider within their field (s). Teachers are actively involved in supporting the pupils during this lesson.

Lesson 2 – Taught by the Class Teacher with a focus on fundamental skills. This will either enhance the sport taught in lesson 1 or develop skills and identified needs through a different sport.

All adults will provide high quality instruction, practice and feedback time where there will be an element of retrieval in each lesson.

Assessment

- ❖ Assessment of the pupil's P.E knowledge, skills and understanding is a continual process happening within and across all lessons. Any misconceptions that arise throughout the unit are identified and addressed appropriately.
- ❖ Half termly assessments are completed to help assess the pupil's learning at the end of each term using progression documents.
- ❖ Information from assessments is used to inform next steps in learning and teaching. Lunch time clubs are used to support SEND pupils or those that are excelling in particular topics.
- ❖ Every half term a child from each class is awarded the 'sports person of the half term' trophy. The school celebrates their achievements by focussing an assembly on discussing their sporting successes. This shines a spotlight on sport and encourages pupils to try their best and continue to participate well in PE and other sports.

PE Overview

	Autumn		Spring		Summer	
Y1	Dance	Invasion Games	Dance	Target games	Striking and Fielding	Athletics
	Fundamental Skills	Gymnastics	Sending and Receiving	Net/Wall	Fitness Circuits	Team building
Y2	Dance	Invasion Games	Dance	Target games	Striking and Fielding	Athletics
	Fundamental Skills	Gymnastics	Sending and Receiving	Net/Wall	Fitness Circuits	Team building
Y3	Dance	Ball skills	Dance	Netball	Athletics	Golf
	Football	Gymnastics	Yoga	Tennis	OAA	Cricket
Y4	Tag rugby	Dance	Basketball	Dance	Hockey	Rounders
	Gymnastics	Netball	Dodgeball	OAA	Yoga	Athletics
Y5	Handball	Dance	Inclusive sports	Dance	Gold	Cricket
	Badminton	Gymnastics	Yoga	OAA	Tennis	Athletics
Y6	Tag rugby	Dance	Basketball	Dance	Hockey	Rounders
	Gymnastics	Netball	Dodgeball	OAA	Athletics	Badminton

Progression in Key Skills

Outdoor Adventure Activities					
Team building and OAA					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Follow instructions.</p> <p>Begin to work with a partner and a small group.</p> <p>Understand the rules of the game and suggest ideas to solve simple tasks.</p> <p>Copy a simple diagram/map.</p> <p>Identify own and others' success.</p>	<p>Follow instructions accurately.</p> <p>Work co-operatively with a partner and a small group, taking turns and listening to each other.</p> <p>Try different ideas to solve a task.</p> <p>Follow and create a simple diagram/map.</p> <p>Understand when a challenge is solved successfully and begin to suggest simple ways to improve.</p>	<p>Follow instructions from a peer and give simple instructions.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting others' ideas.</p> <p>Plan and attempt to apply strategies to solve problems.</p> <p>Orientate and follow a diagram/map.</p> <p>Reflect on when and why challenges are solved successfully and use others' success to help them to improve.</p>	<p>Accurately follow instructions given by a peer and give clear and usable instructions to a peer.</p> <p>Confidently communicate ideas and listen to others before deciding on the best approach.</p> <p>Plan and apply strategies to solve problems.</p> <p>Identify key symbols on a map and use a key to help navigate around a grid.</p> <p>Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.</p>	<p>Use clear communication when working in a group and taking on different roles.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Orientate a map confidently using it to navigate around a course.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Confidently and efficiently orientate a map, identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>

Body management

Yoga and gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Perform balances making their body tense, stretched and curled.</p> <p>Take body weight on hands for short periods of time.</p> <p>Demonstrate poses and movements that challenge their flexibility.</p> <p>Remember, repeat and link simple actions together.</p>	<p>Perform balances on different body parts with some control and balance.</p> <p>Take body weight on different body parts, with and without apparatus.</p> <p>Show increased awareness of extension and flexibility in actions.</p> <p>Copy, remember, repeat and plan linking simple actions with some control and technique.</p>	<p>Complete balances with increasing stability, control and technique.</p> <p>Demonstrate some strength and control when taking weight on different body parts for longer periods of time.</p> <p>Demonstrate increased flexibility and extension in their actions.</p> <p>Choose actions that flow well into one another both on and off apparatus.</p>	<p>Use body tension to perform balances both individually and with a partner.</p> <p>Demonstrate increasing strength, control and technique when taking own and others weight.</p> <p>Demonstrate increased flexibility and extension in more challenging actions.</p> <p>Plan and perform sequences showing control and technique with and without a partner.</p>	<p>Show increasing control and balance when moving from one balance to another.</p> <p>Use strength to improve the quality of an action and the range of actions available.</p> <p>Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.</p> <p>Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.</p>	<p>Combine and perform more complex balances with control, technique and fluency.</p> <p>Demonstrate more complex actions with a good level of strength and technique.</p> <p>Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.</p> <p>Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.</p>

Dance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Copy, remember and repeat actions.</p> <p>Choose actions for an idea.</p> <p>Use changes of direction, speed and levels with guidance.</p> <p>Show some sense of dynamic and expressive qualities.</p> <p>Begin to use counts.</p>	<p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus.</p> <p>Use pathways, levels, shapes, directions, speeds and timing with guidance.</p> <p>Use mirroring and unison when completing actions with a partner</p> <p>Show a character through actions, dynamics and expression.</p> <p>Use counts with help to stay in time with the music</p>	<p>Copy remember and perform a dance phrase.</p> <p>Create short dance phrases that communicate an idea.</p> <p>Use canon, unison and formation to represent an idea.</p> <p>Match dynamic and expressive qualities to a range of ideas.</p> <p>Use counts to keep in time with a partner and group.</p>	<p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p> <p>Use counts when choreographing short phrases.</p>	<p>Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.</p> <p>Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.</p> <p>Confidently perform choosing appropriate dynamics to represent an idea.</p> <p>Use counts accurately when choreographing to perform in time with others and the music.</p>	<p>Perform dances confidently and fluently with accuracy and good timing.</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.</p> <p>Improvise and combine dynamics demonstrating an awareness of the impact on performance</p> <p>Use counts when choreographing and performing to improve the quality of work.</p>

Fundamental Movement Skills

Fundamentals, fitness and athletics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Attempt to run at different speeds showing an awareness of technique.</p> <p>Begin to link running and jumping movements with some control.</p> <p>Jump, leap and hop and choosing which allows them to jump the furthest.</p> <p>Throw towards a target.</p> <p>Show some control and balance when travelling at different speeds.</p> <p>Begin to show balance and co-ordination when changing direction.</p> <p>Use co-ordination with and without equipment.</p>	<p>Show balance and co-ordination when running at different speeds.</p> <p>Link running and jumping movements with some control and balance.</p> <p>Show hopping and jumping movements with some balance and control.</p> <p>Change technique to throw for distance.</p> <p>Show control and balance when travelling at different speeds.</p> <p>Demonstrates balance and co-ordination when changing direction.</p> <p>Perform actions with increased control when co-ordinating their body with and without equipment.</p>	<p>Show balance, co-ordination and technique when running at different speeds, stopping with control.</p> <p>Link running, hopping and jumping actions using different take offs and landing.</p> <p>Jump for distance and height with an awareness of technique.</p> <p>Throw a variety of objects, changing action for accuracy and distance.</p> <p>Demonstrate balance when performing other fundamental skills.</p> <p>Show balance when changing direction in combination with other skills.</p>	<p>Demonstrate how and when to speed up and slow down when running.</p> <p>Link hopping and jumping actions with some control.</p> <p>Jump for distance and height showing balance and control.</p> <p>Throw with some accuracy and power towards a target area.</p> <p>Demonstrate good balance when performing other fundamental skills.</p> <p>Show balance when changing direction at speed in combination with other skills.</p> <p>Begin to co-ordinate their body at speed in response to a task.</p>	<p>Run at the appropriate speed over longer distances or for longer periods of time.</p> <p>Show control at take-off and landing in more complex jumping activities.</p> <p>Perform a range of more complex jumps showing some technique.</p> <p>Show accuracy and power when throwing for distance.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p> <p>Demonstrate improved body posture and speed when changing direction.</p>	<p>Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.</p> <p>Link running, jumping and hopping actions with greater control and co-ordination.</p> <p>Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Show fluency and control when travelling, landing, stopping and changing direction.</p> <p>Change direction with a fluent action and can transition smoothly between varying speeds.</p>
		Can co-ordinate their bodies with increased consistency in a variety of activities.		Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Games

Ball skills, sending and receiving, invasion games, net and wall, striking and fielding games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.			
Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.			
Recognise space in relation to others.					

<p>Begin to use simple tactics with guidance.</p>	<p>Move to space to help score goals or limit others scoring.</p> <p>Use simple tactics.</p>	<p>Use space with some success in game situations.</p> <p>Use simple tactics individually and within a team.</p>	<p>Strike a ball using varying techniques with increasing accuracy.</p> <p>Change direction to lose an opponent with some success.</p> <p>Create and use space with some success in game situations.</p> <p>Use simple tactics to help their team score or gain possession.</p>	<p>Strike a ball using a wider range of skills. Apply these with some success under pressure.</p> <p>Use a variety of techniques to change direction to lose an opponent.</p> <p>Create and use space for self and others with some success.</p> <p>Understand the need for tactics and can identify when to use them in different situations.</p>	<p>Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.</p> <p>Confidently change direction to successfully outwit an opponent.</p> <p>Effectively create and use space for self and others to outwit an opponent.</p> <p>Work collaboratively to create tactics within their team and evaluate the effectiveness of these.</p>
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