

Physical Education Curriculum and Statement

Through Physical Education (PE) and Sport, school children learn how to be: physically competent confident, and embrace a lifelong enjoyment of physical activity and sport. Children will leave the school and be able to: excel in a range of physical activities, be physically active for sustained periods of time, engage in both recreational and competitive sports, and lead healthy, active lives.

The National Curriculum for PE provides children with a basis to start their learning in PE. We use a programme of study that meets the subject content required by law, but also goes beyond expected learning to give every child an enriched and high quality PE and sporting experience.

Learning opportunities in Physical Education and sport mirror local provision in the community and the beautiful natural environment of Devon. This enables children to use their skills learnt within school to help them thrive outside of it. Children can access local sports clubs, physical activity events and understand how to use the outdoors as a way to sustain lifelong physical activity and health.

Children in Key Stage 1 (KS1) learn about physical literacy through the Leap into Life programme. The programme's aim is to introduce children to fundamental movement in: balance, agility and coordination. These principles are then developed into four teaching and learning strands of: functional movement, aesthetic movement, manipulative skills, and movement concepts. Such skills will allow children to judge their situation and environment and make decisions to allow them to be physically confident and in control

of their movement. Through physical literacy children can learn to participate and compete to the best of their ability.

Children in KS2 continue to build upon the skills learnt through Leap into Life and other PE experiences in KS1, and use those skills in sporting contexts. This means children will play adapted competitive team and individual games, perform gymnastics and dance sequences and phrases, develop running, jumping and throwing in athletics and other sports, and undertake challenges in outdoor adventurous activities.

All children will learn to confidently and competently swim at least 25 metres in either KS1 or 2. They will use a range of strokes and be able to perform self-rescue in different water situations.

Key processes for learning about PE and Sport:

- Understanding skills
- Applying and practising skills
- Creating and explaining tactics and skills
- Proving it and teaching it (Children will be assessed and then demonstrate their leadership skills by teaching the skills to others)

Programme of Study for school :

Key Stage 1

Each school will have five 30 minute lessons of PE per week

Term	Lesson 1	Lesson 2
Autumn 1	Team Games (hand and ball skills)	Leap into Life
Autumn 2	Gymnastics movement skills	Leap into Life
Spring 1	Team Games (Foot and ball skills)	Leap into Life
Spring 2	Dance skills	Leap into Life
Summer 1	Throwing and catching skills	Leap into Life
Summer 2	Adapted athletics movement skills	Leap into Life

Key Stage 2

Each school will have at least 2 hours of PE per week

Term	Lesson 1	Lesson 2
Autumn 1	Competitive Games (Tag Rugby)	Outdoor and Adventurous Activity Challenges (Outdoor challenges)
Autumn 2	Flexibility, strength, technique, control and balance (Gymnastics)	Competitive Games (Netball)
Spring 1	Dance and movement patterns (Dance)	Competitive Games (Basketball)
Spring 2	Competitive Games (Football)	Competitive Games (Hockey)
Summer 1	Competitive Games/ Throwing, catching, running, jumping (Cricket)	Competitive Games (Rounders)
Summer 2	Throwing, catching, running, jumping/ Flexibility, strength, technique, control and balance (Athletics)	Swimming and Water Safety (Swimming)

Physical Education outcomes for the end of each year group:

Key Stage 1

A year 1 sports person	A year 2 sports person	A year 3 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance.

- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

Dance

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

General

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.

- I can think of more than one way to create a sequence which follows some 'rules'.
- I can work on my own and with a partner.

Dance

- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can make a sequence by linking sections together.
- I can use dance to show a mood or feeling.

General

- I can copy and remember actions.
- I can talk about what is different from what I did and what someone else did.

- I can compare and contrast gymnastic sequences.

Dance

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.

Athletics

- I can run at fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.

Outdoor and adventurous

- I can follow a map in a familiar context.

		<ul style="list-style-type: none">• I can use clues to follow a route.• I can follow a route safely. <p><u>Swimming</u></p> <ul style="list-style-type: none">• I can swim a distance of at least 5- 10 metres• I can swim at least 5- 10 metres using a recognised stroke technique, such as front crawl, backstroke or breast stroke• I can perform at least one style of safe self-rescue within a pool or other water based situation.
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Key Stage 2

A year 4 sports person	A year 5 sports person	A year 6 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I can catch with one hand. • I can throw and catch accurately. • I can hit a ball accurately with control. • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can work in a controlled way. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can gain possession by working a team. • I can pass in different ways. • I can use forehand and backhand with a racket. • I can field. • I can choose a tactic for defending and attacking. • I can use a number of techniques to pass, dribble and shoot. <p><u>Gymnastics</u></p>	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can play to agreed rules. • I can explain rules. • I can umpire. • I can make a team and communicate plan. • I can lead others in a game situation. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can combine my own work with that of others. • I can link sequences to specific timings. <p><u>Dance</u></p>

- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

- I can make complex extended sequences.
- I can combine action, balance and shape.
- I can perform consistently to different audiences.

Dance

- I can compose my own dances in a creative way.
- I can perform to an accompaniment.
- My dance shows clarity, fluency, accuracy and consistency.

Athletics

- I can be controlled when taking off and landing.
- I can throw with accuracy.
- I can combine running and jumping.

- I can develop sequences in a specific style.
- I can choose my own music and style.

Athletics

- I can demonstrate stamina.

Outdoor and adventurous

- I can plan a route and a series of clues for someone else.
- I can plan with others taking account of safety and danger.

Swimming

- I can swim confidently over a distance of at least 50 metres
- I can swim at least 50 metres using good stroke technique in front crawl, backstroke and breast stroke

Outdoor and adventurous

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.

Swimming

- I can swim a distance of at least 10 metres
- I can swim at least 10 metres using a recognised stroke technique, such as front crawl, backstroke or breast stroke
- I can perform at least two styles of safe self-rescue within 2 different water based situations

Outdoor and adventurous

- I can follow a map in an unknown location.
- I can use clues and a compass to navigate a route.
- I can change my route to overcome a problem.
- I can use new information to change my route.

Swimming

- I can swim a distance of at least 25 metres
- I can swim at least 25 metres using a recognised stroke technique, such as front crawl, backstroke or breast stroke
- I can safe self-rescue with in different most water based situations

- I can self -safe rescue with confidence in different water based situations

Assessment:

Children will be assessed using Target Tracker against the end of each key stage targets. Assessments will be ongoing through each lesson and at the end of each half term. Children are expected to know, apply and understand the matters, skills and processes specified in the programme of study.