

Keevil CofE Academy PE (Physical Education) Curriculum

“We presume children to achieve their very best.”

Keevil CofE Academy Mission Statement



We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Intent

At Keevil we believe that PE has a unique role in education that extends beyond 5-18yrs, providing lifelong learning opportunities beyond the classroom. By encouraging all our pupils to be physically active, they will

- Improve their knowledge of health and wellbeing.
- Develop fundamental movement skills which are the building blocks for a sport specific curriculum both inside and out of school.
- Learn to work safely.
- Develop many personal skills and lifelong values such as communication, collaboration and leadership of others.

All schools across Acorn Education Trust use Complete PE which is endorsed by the Youth Sport Trust. It covers a large number of activities and can be tailored to the curriculum delivered at Keevil School. Each unit provides assessment opportunities in a variety of ways which are undertaken. Acorn Education Trust organises festivals and competitions for Key Stage 1 & 2 and SEND pupils giving all the opportunity to extend their experience beyond curriculum time.

We ensure our PE Curriculum is rooted in the vision and ethos of the school, through ensuring that as well as delivering artistic knowledge and skills lessons also develop the Keevil Characteristics:

Encourage children to work together as a team using communication skills, as well as value their ability to show their diligence through their personal skill.

Demonstrate that every child has the power to improve and contribute through learning and resilience. Problem-solve to ensure the best outcome in different scenarios.

Implementation

At Keevil, we endeavour to ensure that our children receive two hours quality PE a week. It is taught by a combination of class teachers and Acorn Education Trust and other PE specialists through a broad and balanced curriculum.

At Key Stage 1 the curriculum is designed to provide pupils opportunities to improve their agility, flexibility, coordination and balance as individuals and in small groups.

At Key Stage 2 pupils are taught a wider range of fundamental movement skills and develop these in more sport specific activities. The curriculum reflects the local demand of invasion games alongside an appreciation for the aesthetic activities of gymnastics and dance all of which feed into Acorn festivals or competitions.

We provide children the opportunity to attend extracurricular clubs at lunch times and afterschool. Children are also invited to attend competitive sporting events within our trust and West Wiltshire. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

Each year we select a sports council/sports leaders to develop sporting role models for the younger children. We provide the opportunity for some year 6 children to become a Sports Young Ambassador which aims to empower and inspire young people to become leaders through sport, helping to encourage their inactive peers to become hooked on sport. The programme aims to recruit, train, deploy and celebrate the outstanding individuals who volunteer their time in sport.

Impact

By the end of the PE curriculum at Keevil, our children will be equipped with the physical skills and knowledge that will enable them to be ready for the secondary curriculum and for life as an adult in the wider world. PE gives our pupils experiences in a wide variety of sports through quality teaching that is inclusive, engaging and fun. In PE lessons, children learn to take responsibility for their own health and well-being and gain the physical skills to use both now and in the future. Enrichment opportunities allow for greater personal development in which they will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired from PE. All pupils are physically active outside of their structured PE including active phonics, active maths, break times, lunchtimes and after school clubs.

Keevil CofE Academy PE Skills/ Knowledge Progression

Theme	EYFS	KS1	Lower KS2	Upper KS2
Swimming	<p>A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p>			<p>Targets:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations
Gym	<ul style="list-style-type: none"> Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles) Move and stop, recognising both commands and acting upon them immediately. Show contrast with their bodies including tall/short, wide/thin, straight/curved) Copy simple movements and simple sequences. Make shapes with their bodies, according to commands. Jump off an object and land appropriately. 	<ul style="list-style-type: none"> Copies and explores basic movements with some control and coordination. Can perform different body shapes Performs at different levels. Can perform 2 footed jump Can use equipment safely Balances with some control Can link 2-3 simple movements Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence 	<ul style="list-style-type: none"> Applies compositional ideas independently and with others to create a sequence. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements Beginning to develop good technique when travelling, balancing, using equipment etc Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when creating sequences.

Dance

<ul style="list-style-type: none">• Explore and copy basic body actions and rhythms.• To be able to negotiate space confidently, using appropriate strategies.• To be able to use their bodies to imitate motifs from stories and topics	<ul style="list-style-type: none">• Copies and explores basic movements and body patterns• Remembers simple movements and dance steps• Links movements to sounds and music.• Responds to a range of stimuli.• Copies and explores basic movements with clear control.• Varies levels and speed in sequence• Can vary the size of their body shapes• Add a change of direction to a sequence• Uses space well and negotiates space clearly.• Can describe a short dance using appropriate vocabulary.• Responds imaginatively to stimuli.	<ul style="list-style-type: none">• Beginning to improvise independently to create a simple dance.• Beginning to improvise with a partner to create a simple dance.• Translates ideas from stimuli into a movement with support.• Beginning to compare and adapt movements and motifs to create a larger sequence.• Uses simple dance vocabulary to compare and improve work.• Confidently improvises with a partner or on their own.• Beginning to create longer dance sequences in a larger group.• Demonstrating precision and some control in response to stimuli.• Beginning to vary dynamics and develop actions and motifs.• Demonstrates rhythm and spatial awareness.• Modifies parts of a sequence as a result of self-evaluation.• Uses simple dance vocabulary to compare and improve work.	<ul style="list-style-type: none">• Beginning to exaggerate dance movements and motifs (using expression when moving)• Demonstrates strong movements throughout a dance sequence.• Combines flexibility, techniques and movements to create a fluent sequence.• Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.• Beginning to show a change of pace and timing in their movements.• Uses the space provided to his maximum potential.• Improvises with confidence, still demonstrating fluency across their sequence.• Modifies parts of a sequence as a result of self and peer evaluation.• Uses more complex dance vocabulary to compare and improve work.• Exaggerate dance movements and motifs (using expression when moving)• Performs with confidence, using a range of movement patterns.• Demonstrates a strong imagination when creating own dance sequences and motifs.• Demonstrates strong movements throughout a dance sequence.• Combines flexibility, techniques and movements to create a fluent sequence.• Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.• Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences.• Improvises with confidence, still demonstrating fluency
--	--	--	--

Invasion Games

<ul style="list-style-type: none"> • To be able to move and stop confidently, negotiating the space around them effectively. • Show good control over their bodies when exploring different skills. • Start showing an ability to use their dominant hand to work with a partner in different activities. • Explore and use skills effectively for particular games: <ul style="list-style-type: none"> • Roll a ball or hoop • Explore balancing. 	<ul style="list-style-type: none"> • To be confident and keep themselves safe in the space in which an activity/game is being played. • Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. • Show ability to work with a partner in throwing and catching games. • Choose and use skills effectively for particular games: <ul style="list-style-type: none"> - Throw a ball accurately to a target using increasing control. - Explore throwing and catching in different ways. - Explore kicking in different ways with increasing control. • Improve the way they coordinate and control their bodies in various activities. • Remember, repeat and link combinations of skills where necessary. • Develop basic tactics in simple team games and use them appropriately. • Choose use and vary simple tactics. • Catch and control a ball in movement working with a partner or in a small group. • Take part in games where there is an opposition. • Decide where to stand during a team game, to support the game. • Begin to lead others in a simple team game. • Be able to pass and stop a ball to a team mate accurately. • Understand how to intercept a moving ball. • Understand role of attacker and defender. 	<ul style="list-style-type: none"> • Move with a ball towards goals with increasing control. • Understand their role as an attacker and as a defender • Move into space to help support a team. • Defend an opponent and try to win the ball. • Pass, receive and shoot the ball with increasing control. • Work as part of a team to keep possession and score goals when attacking. • Defend one on one and know when and how to win the ball. • Use simple tactics to help a team score or gain possession. 	<ul style="list-style-type: none"> • Understand there are different skills for different situations and begin to use these. • Move into space to help a team. • Play in a range of positions and know how to contribute when attacking and defending. • Pass, receive and shoot the ball with some control under pressure. • Pass, receive and shoot the ball with increasing control under pressure. • Select the appropriate action for the situation. • Create and use a variety of tactics to help a team. • Create and use space to help a team. • Select and apply different movement skills to lose a defender. • Use marking, and/or interception to improve defending.
---	--	--	---

Striking and Fielding

- Explore throwing a ball or beanbag overarm
- Explore throwing a ball or beanbag underarm
- Explore rolling a ball
- Explore stopping a ball
- Explore catching a ball or a beanbag

- To be confident and keep themselves safe in the space in which an activity/game is being played.
- Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.
- Show ability to work with a partner in throwing and catching games.
- Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object. o Explore throwing and catching in different ways
- Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.
- Choose use and vary simple tactics.
- Catch and control a ball in movement working with a partner or in a small group.
- Take part in games where there is an opposition.
- Decide where to stand during a team game, to support the game.
- Begin to lead others in a simple team game.
- To be able to hit a ball accurately using a piece of equipment.

- Use overarm and underarm throwing, and catching skills.
- Begin to strike a bowled ball after a bounce.
- Bowl a ball towards a target.
- Develop an understanding of tactics and begin to use them in game situations.
- Use overarm and underarm throwing, and catching skills with increasing accuracy.
- Strike a bowl and ball after a bounce.
- Bowl a ball with some accuracy, and consistency.
- Choose and use simple tactics for different situations.

- To sometimes strike a bowled ball.
- Begin to develop a wider range of skills and use these under some pressure.
- Use tactics effectively in a competitive situation.
- Strike a bowled ball with increasing consistency.
- Use some tactics in the game as a batter, bowler and fielder.
- Select the appropriate action for the situation

Athletics

- Learn skills of running, jumping and throwing with a range of equipment.
- Vary speed of running based on commands given.
- Use comparative language i.e. faster, longer, and be able to physically demonstrate this.

- Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination.
- Develop the following skills with increasing accuracy and velocity:
 - Explore and throw a variety of objects with one hand.
 - Jump from a stationary position with control.
 - Change speed and direction whilst running.

- Run at fast, medium and slow speeds.
- Use different take off and landings when jumping.
- Develop jumping for distance and height.
- Take part in a relay activity, remembering when to run and what to do.
- Throw a variety of objects, changing my action for accuracy and distance.
- Record my distances, numbers and times.
- Demonstrate the difference between sprinting and running over varying distances.
- Demonstrate different throwing techniques.
- Jump for distance and height with control and balance.
- Throw with some accuracy and power into a target area.

- Choose the best pace for a running event.
- Perform a range of jumps showing some technique.
- Show control at take-off in jumping activities.
- Show accuracy and good technique when throwing for distance.
- Understand how stamina and power help people to perform well in different athletic activities.
- Lead a partner through short warm-up routines.
- Select and apply the best pace for a running event.
- Exchange a baton with success. Perform jumps for height and distance using good technique.
- Show accuracy and good technique when throwing for distance.
- Lead a small group through a short warm-up routine.

Outdoor Adventurous Activities

- (Empty cell)

- (Empty cell)

- To follow and give instructions.
- Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems.
- Reflect on when and why I was successful at solving challenges.
- Developing basic map reading skills.
- Accurately follow and give instructions.
- Work effectively with a partner and a small group.
- Identify key symbols on a map and use a key to help navigate around a grid.
- Plan and apply strategies

- Reflect on when and how they were successful at solving challenges, and alter methods in order to improve.
- Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy
- Use critical thinking to approach a task.
- Navigate around a course using a map
- Work effectively with a partner and a group.
- Use critical thinking to form ideas.
- Pool ideas within a group, selecting and applying the best method to solve a problem.
- Reflect on why and how they are successful at solving challenges and adapt methods in order to improve.
- Orientate and map efficiently to navigate around a course.