

Key stage 1 and 2 P.E. Education Curriculum

Year	Autumn Term	Spring Term	Summer Term
1	<p>Multi-Skills (Agility, Balance, Co-ordination)</p> <p>This is an introduction to the fundamental skills of P.E. Lessons will provide children with the opportunity to acquire and develop their agility, balance and co-ordination. This will include, rolling, bouncing, throwing and catching skills, changing of movement, direction and speed, and showing balance. Initially, this will happen through individual activities which will give children the chance to repeatedly practise each skill, until they become competent. They will then be introduced to modified competitive games which will test to see if they are able to perform and apply these 3 aspects to achieve success in individual and team competition.</p> <p style="text-align: center;">Dance</p> <p>Children will learn how to perform dance moves using simple movement patterns. Children will creatively explore how to dance and move in ways which symbolise toys. The end of unit outcome will be for all children to perform a dance routine to a Bob the Builder track.</p>	<p>'Sportshall' Athletics</p> <p>Sportshall Athletics is an indoor form of athletics for children between the ages of 4 and 15. It is the largest competition programme in schools in the UK. Sportshall Athletics involves traditional Athletics disciplines such as running, jumping, and throwing events, but with a twist. Taking part in these disciplines will help children to continue to form solid 'ABC' skills, as well as developing greater flexibility and strength. Children will get to put their new skills in to practice in an end-of-unit inter-house competition.</p> <p style="text-align: center;">Multi-Skills (ABC) - Re-visited</p> <p>This unit will re-cap the skills that children learned in the autumn term. Following this, children will be introduced to more challenging aspects, such as using equipment (such as tennis rackets) to practise their ABC skills.</p>	<p style="text-align: center;">Introduction to Cricket</p> <p>Children will use the skills they have acquired throughout their other units in year 1, and look to apply them in a sporting context. They will be introduced to the main principle of cricket (batting, bowling, fielding), and test themselves to see if they can perform these aspects using their prior skills base and knowledge.</p> <p style="text-align: center;">Traditional Summer Athletics (Sports Day Preparation)</p> <p>Children will draw on the fundamental skills they've acquired throughout the year, and look to apply them to Athletics events including relay races, sprint races, ball throw, long jump events.</p>

<p>2</p>	<p>Multi-Skills (ABC)</p> <p>Initially, we will compare children's fundamental skill levels to the levels they were at this time last year. This will give a picture of which skills are embedded and which need more practice. Once children demonstrate that they can perform the skills, they will be challenged to apply them in competitive games.</p> <p style="text-align: center;"><i>Dance</i></p> <p>During Y2, a greater focus will be placed on creativity. Once children have demonstrated they can follow a routine or pattern, they will be challenged to put together their own movement patterns to music.</p>	<p>'Sportshall' Athletics</p> <p>Sportshall Athletics is an indoor form of athletics for children between the ages of 4 and 15. It is the largest competition programme in schools in the UK. Sportshall Athletics involves traditional Athletics disciplines such as running, jumping, and throwing events, but with a twist. Taking part in these disciplines will help children to continue to form solid 'ABC' skills, as well as developing greater flexibility and strength. Children will get to put their new skills in to practice in an end-of-unit inter-house competition.</p> <p style="text-align: center;">Multi-Skills (ABC)</p> <p>Children will practise their previously learnt skills, then they will be challenged to apply them in competitive games. This will prepare them to start playing traditional sports when they enter Year 3.</p>	<p>Introduction to Cricket</p> <p>Children will build on their cricket learning from Y1. The intention, once they are able to bat, bowl, and field is to play some appropriately modified Cricket games. This will give them an opportunity to sample team sports before starting key stage 2.</p> <p style="text-align: center;">Traditional Summer Athletics (Sports Day Preparation)</p> <p>Children will draw on the fundamental skills they've acquired throughout Key Stage 1, and look to apply them to Athletics events including relay races, sprint races, ball throw, long jump events.</p>
<p>3</p>	<p>Invasion Sport (Tag-Rugby)</p> <p>Children will be introduced to the theme of Invasion Sports. They will be taught the key principles of invasion sports, as well as what links all of them together. By the end of the</p>	<p>'Sportshall' Athletics</p> <p>Sportshall Athletics is an indoor form of athletics for children between the ages of 4 and 15. It is the largest competition programme in schools in the UK. Sportshall</p>	<p>Striking and Fielding (Cricket)</p> <p>Children will be introduced to the theme of striking and fielding sports, as well as the 2 main examples that we play here at school - cricket and rounders. Another such sport is</p>

	<p>unit, they should be able to identify all of the 5 main invasion sports (Football, Rugby, Netball, Basketball, Hockey). Children will spend time acquiring technical and physical tag rugby skills, as well learning the rules of the game, which will help them to implement some tactical thinking when playing in matches.</p> <p style="text-align: center;"><i>Dance</i></p> <p>Children will be taught to perform dances using a range of movement patterns. In this unit, the children will be looking at the 'Haka', an ancient Maori war dance, which is also performed by the New Zealand Rugby teams. Over the unit, children will replicate a performance of the haka that they are shown, before creating their own in partners, small groups, and as a whole class.</p>	<p>Athletics involves traditional Athletics disciplines such as running, jumping, and throwing events, but with a twist. Now that children are in Year 3, they will be introduced to more sportshall events, as they only performed some of them in year 1 and 2. Now that fundamental skills are more embedded, children will be able to focus on practising events repeatedly, in order to improve.</p> <p style="text-align: center;"><i>Invasion Sport (Netball)</i></p> <p>We will re-cap children's understanding of what makes an invasion sport, as well as the 5 main sports in the category. Children will be challenged to draw on their experiences of playing tag-rugby, and be asked to identify and demonstrate how those skills can be transferred to Netball. Once children understand and can play modified Netball games, they will be challenged identify differences between Netball and Tag-Rugby, as well as the other invasion sports.</p>	<p>baseball. Once children understand the principles and rules of cricket, they should be able to use their pre-established fundamental skills to bowl, bat, and field successfully in different versions of cricket-based games.</p> <p style="text-align: center;"><i>Traditional Summer Athletics (Sports Day Preparation)</i></p> <p>Children will practise traditional athletics events, before deciding who will take part in each one for their house teams at sports day.</p>
4	<p style="text-align: center;"><i>Invasion Sport (Football)</i></p> <p>Building on the principles and skills learned whilst studying Netball and Tag-Rugby last year, children</p>	<p style="text-align: center;"><i>Sportshall Athletics or Gymnastics</i></p> <p>Sportshall Athletics is explained above. According to the National Curriculum for Key</p>	<p style="text-align: center;"><i>Net/Wall Sports (Tennis)</i></p> <p>Children will be introduced to 'Net/Wall' Sports. Children will learn about the key</p>

will look to apply these in the context of football, to achieve individual and team success.

Dance

Children will draw on their creative experiences of Dance last year to create individual, paired, and group performances. Children will be presented with a success criteria at the start of the unit, and will be expected to be able to assess their own and peer performances against it.

Stage 2 P.E, children should be taught to: "develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]". With this in mind, a child's P.E. journey at Oakridge would see them study both elements, in order to give them a balanced and diverse P.E. curriculum, which will also highlight to them - the similarities and differences between specific sports and disciplines.

Invasion Sport (Netball)

Re-cap children's understanding of what makes an invasion sport, as well as the 5 main sports in the category. This will now be the 3rd invasion sport they'll have studied, as well as it being their 2nd time focusing on Netball in KS2. Children will be challenged to draw on their experiences of playing tag-rugby and football, and be asked to identify and demonstrate how those skills can be transferred to Netball. Once children understand and can play modified Netball games, they will be challenged identify differences between Netball and Tag-Rugby, as well as the other invasion sports.

Swimming

During Spring Term 1&2, children in Year 4 attend weekly swimming lessons at Stafford Leisure Centre.

principles which define net/wall sports, as well as being able to give specific examples such as: Tennis, Badminton, or Squash. At the end of the unit, children should be able to identify the similarities and differences between Net/Wall sports, and other types of sport. The fundamental skills which they have been acquiring and developing since Year 1, should mean that they are able to achieve technical, tactical and physical success when playing tennis with a partner.

Traditional Summer Athletics (Sports Day Preparation)

Children will practise traditional athletics events, before deciding who will take part in each one for their house teams at sports day.

5&6

Invasion Sport (Tag-Rugby)

Throughout Key Stage 2, children will take part in 2 half-terms of invasion sports each year. Tag-Rugby, Football, and Netball on a rotational basis. The repetitive and deliberate practice opportunities that this provides for children are crucial. The intent is that by the time children reach year 5, they are competent technically, and have a good grasp of the rules of each sport. In the final phase of their Primary P.E. journey (Year 5&6), the emphasis from a teaching perspective focuses more heavily on improving children's tactical understanding of sport, and how they can apply methods and strategies to achieve individual and team success in game situations. Emphasis is placed on the importance of making the correct decision. For example, many children will be able to produce a technical correct pass - but can they do this when under pressure from an opponent, or scenario. Lots of matches are played during lessons in year 5&6 so that children can improve their tactical, technical and physical outcomes through 'trial and error', and self-reflection. We often find that children are able to reach such a level that they are able to compete against other schools locally & regionally.

Sportshall Athletics or Gymnastics

Sportshall Athletics is explained above. According to the National Curriculum for Key Stage 2 P.E, children should be taught to: "develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]". With this in mind, a child's P.E. journey at Oakridge would see them study both elements, in order to give them a balanced and diverse P.E. curriculum, which will also highlight to them - the similarities and differences between specific sports and disciplines.

Invasion Sport (Football)

Throughout Key Stage 2, children will take part in 2 half-terms of invasion sports each year. Tag-Rugby, Football, and Netball on a rotational basis. The repetitive and deliberate practice opportunities that this provides for children are crucial. The intent is that by the time children reach year 5, they are competent technically, and have a good grasp of the rules of each sport. In the final phase of their Primary P.E. journey (Year 5&6), the

Net/Wall (Tennis) or Striking & Fielding (Rounders/Cricket)

In Year 5, children will take part in one of these aspects, and in Year 6, they will take part in the others. As with the invasion sports, we hope that by this point in their P.E. journey, children have skills which are embedded, and will enable them to achieve success in game/competitive scenarios. We will focus on tactical understanding, and how to achieve individual and team success through good decision making.

Traditional Summer Athletics (Sports Day Preparation)

Children will practise traditional athletics events, before deciding who will take part in each one for their house teams at sports day.

Dance

Children will be challenged to produce an expressive piece of Dance which accurately tells a story. Children will work individually, with partners, small groups, and even as a whole class. They will be informed of the success criteria, and we will re-cap this each week. Once children have produced a full routine - they should be able to assess this against the criteria.

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