

Key stage 1 and 2 P.E. Education Curriculum

Year	Autumn Term	Spring Term	Summer Term
1	<p style="text-align: center;">Multi-Skills (Agility, Balance, Co-ordination)</p> <p>This is an introduction to the fundamental skills of P.E. We 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;">'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,</p>	<p style="text-align: center;">Dance – Penguin Small</p> <p>Children will learn how to perform dance moves using simple movement patterns, with control and coordination. They will respond with different ways of moving to a variety of stimuli and they will repeat and remember simple movement patterns and demonstrate stillness in a range of shapes. Children should be able to show different moods and emotions that mirror the tone of the music.</p> <p style="text-align: center;">Gymnastics</p> <p>Children are introduced to a range of different shapes, movements, travels and balances that they then try and replicate with good control. Children then use these movements to create and perform short gymnastics sequences on their own and with a partner.</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. Any gaps in skills will be identified, and then focused on either as a class, group, or individually. They 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</p>

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	<p>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>events including relay races, sprint races, ball throw, long jump events.</p>
2	<p style="text-align: center;"><i>Multi-Skills (ABC)</i></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>'Sportshall' Athletics</i></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</p>	<p style="text-align: center;"><i>Dance – The Lion King</i></p> <p>Children will continue to develop their creativity within Dance. Once children have demonstrated they can follow a routine or pattern, they will be challenged to perform a range of actions with control and coordination. They will respond with different ways of moving to a variety of stimuli, e.g. music, song or a book. They will link actions to perform short dances and repeat and remember simple movement patterns and demonstrate stillness in a range of shapes.</p> <p style="text-align: center;"><i>Gymnastics</i></p> <p>Children further develop the movements they were introduced to in Year 1. They also learn and develop different rolls and safe dismounts from short heights.</p>	<p style="text-align: center;"><i>Introduction to Cricket</i></p> <p>Initially, we will assess what children remember from their Cricket learning in Year 1, and what skill level they're able to demonstrate. 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;"><i>Traditional Summer Athletics (Sports Day Preparation)</i></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>

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	<p>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>Children should be able to create short sequences using the full range of these different movements both on their own and with a partner. These sequences will include basic shapes, balances, travels and dismounts.</p>	
3	<p style="text-align: center;"><i>Invasion Sport (Tag-Rugby / Handball)</i></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. Children will then practise the different passing, dribbling and shooting techniques and apply them to different invasion games, whilst also using basic principles of attacking and defending.</p> <p style="text-align: center;"><i>'Sportshall' Athletics</i></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. Now that children are in Year 3,</p>	<p style="text-align: center;"><i>Dance - Circus</i></p> <p>Children will be taught to perform dances using a range of movement patterns, performing expressively by varying the movements in a sequence, using dynamics, space and relationships. Over the unit, children will participate in a group dance and talk about individual and group contributions. They will identify and describe shapes and pathways within a dance as well as being able to describe what they like or dislike about a dance.</p> <p style="text-align: center;"><i>Gymnastics</i></p> <p>Children further develop the movements they were introduced to in KS1. They will travel in a variety of ways and balance on a variety of large body parts (front, back and side support), moving in a clear, fluent and expressive manner. They will work alongside a partner performing a</p>	<p style="text-align: center;"><i>Striking and Fielding (Cricket)</i></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 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. Children will learn how to:-</p> <ul style="list-style-type: none"> • Sprint over short distances • Run over a longer distance, demonstrating endurance

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	<p>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>variety of rolls (teddy bear roll, forward roll arch rolls) taking weight on hands (progressions towards a cartwheel). Using the five basic jumps and children will vary them using turns and shape. The children will perform simple partner balances, matching, mirroring and contrasting. Children will design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner. They will link a variety of movements into a sequence of five moves to include floor and apparatus, starting and finishing positions and simple partner balances. The children will choose skills which both partners can perform well.</p>	<ul style="list-style-type: none"> • Run with good rhythm and coordination over small hurdles. • Use a range of throwing techniques including throwing for distance within a marked zone • Develop jumping technique • Competing against self, aiming to improve personal best performances
4	<p style="text-align: center;"><i>Invasion Sport</i> (Tag Rugby, Netball, Handball)</p> <p>Children continue to build on their knowledge and understanding of different invasion games and the principles of attacking and defending required in different sports. Children apply these skills in a greater number of opposed game-like situations as well as continuing to practise the technical skills</p>	<p style="text-align: center;"><i>Dance – I've built a friend</i></p> <p>The children will draw on their creative experiences of Dance last year to create performances. Children will be presented with a success criteria at the start of the unit and will choreograph a sequence of movements, which can be recalled and repeated. Children will be able to explain how a movement can represent an idea creating movements and phrases that convey a definite idea or sequence of</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 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</p>

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required in different sports. Children should also be able to recognise the key similarities and differences in different invasion games.

Sportshall Athletics

Children will continue to practise the skills associated with the disciplines of Sportshall Athletics. They will develop techniques to improve their personal best.

events. The children will be expected to be able to assess their own and peer performances against it.

Gymnastics

Children will travel in a variety of ways, balancing on a variety of large and small body parts (front, back and side support, shoulder stand). Children will move in a clear, fluent and expressive manner working alongside, away from and towards a partner. They will perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls). The children will begin to take weight on hands (progressions towards a cartwheel). They will use the five basic jumps and vary them using turns and shape as well as performing simple partner balances, matching, mirroring and contrasting. The children will design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner. They will link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing

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. Children will learn how to:-

- Sprint over short distances
- Run over a longer distance, demonstrating endurance and an ability to pace themselves
- Combine running and jumping techniques to clear a hurdle
- Use a range of throwing techniques including throwing for distance within a marked zone
- Develop jumping techniques - long jump and triple jump
- Competing against self, aiming to improve personal best performances

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		<p>positions and simple partner balances. They will again choose skills which both partners can perform well as well as choose when and how to use techniques like unison and canon to add interest to the sequence. They will use the apparatus to support more complex movements, e.g. handstand against a movement table</p> <p style="text-align: center;"><i>Swimming</i></p> <p>During Spring Term 1&2, children in Year 4 attend weekly swimming lessons at Stafford Leisure Centre. The National Curriculum Target is for children to be able to swim 25 metres before they leave primary school. As children at Oakridge achieve this, they will go on to practise and achieve advanced awards.</p>	
596	<p style="text-align: center;"><i>Invasion Sport</i> (Netball, Basketball, Handball)</p> <p>Throughout Key Stage 2, children will take part in 2 half-terms of invasion sports each year. 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</p>	<p><i>Dance – Pirates of the Caribbean</i></p> <p>Pupils will be challenged to produce an expressive piece of Dance using a range of movements. The children will choreograph a short dance based upon a specific theme or idea. They will create a dance with a clear beginning, middle and incorporate a range of dance moves including travel, jump, turn, freeze and gesture. They will identify and discuss</p>	<p><i>Net/Wall (Tennis) or Striking & Fielding (Rounders/Cricket)</i></p> <p>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</p>

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

Children will continue to practise the skills associated with the disciplines of Sportshall Athletics. They will develop

how dynamics are used within a dance. They will describe, using a range of vocabulary, how watching or performing a dance makes them think and feel. Children will perform with focus towards an audience. 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. They will analyse their performances and make improvements where necessary.

Gymnastics

Children will create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression. The children will create a sequence with a partner/small group to include simple partner balances. They will practise and refine the gymnastic techniques used in performances. The children will choose contrasting actions, levels, speeds, effort, canon and unison,

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. Children will learn how to:-

- Accelerate and decelerate quickly, demonstrating control and stability.
- Sustain jogging or running at a consistent pace for a few minutes.
- Pass a relay baton at speed, using correct technique.
- Sprint over large hurdles, maintaining a consistent stride pattern.
- Throw for distance, using the different types of throws, and refine performance by analysing technique and body shape. Change the height of release to maximise the distance thrown.
- Jump for distance from one foot to two feet and begin to use a short run-up.

techniques to improve their personal best.

symmetry and asymmetry to add interest to a sequence. Children will evaluate the quality of a gymnastics sequence. Make choices on actions to be performed based on the ability of the whole group. Choose group balances which can be exited and entered fluently.

Outdoor Education

In Year 5 the children will attend an outdoor education centre where they will learn how to:-

- Challenge themselves physically to perform out of their comfort zone
- Use maps and diagrams to orientate themselves and travel around a simple course. Complete an orienteering course.
- Finding solutions to problems and challenges. Showing resilience when plans do not work and initiative to try new ways of working.
- Taking part in activities in the natural world. Working confidently in familiar and changing environments.
- Arriving properly equipped for outdoor and adventurous activity.

- Compete against self, keeping track of personal best performances, setting targets for improvement.

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| | | <ul style="list-style-type: none">• Choosing the best pace for running between checkpoints.• Choosing the best methods of communicating with a partner. <p>Work out a strategy as a team</p> | |
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