

# Physical Education (PE) Curriculum

*'The potential for greatness lives in each of us' Wilma Rudolph*

## Curriculum intent:

At Horn's Mill, we believe that sport and play offer life-changing benefits to every child. We aim to provide a progressive, varied and purposeful physical education curriculum that builds physically adept, confident and skilled children. It is our intent to expose every child to a range of sporting activities through high-quality teaching of PE, and by offering a range of extra-curricular sporting activities and competitions.

We believe that sport offers children a place to belong, to harness their powers, and to express themselves fully. A sense of competition is encouraged, primarily with oneself, but also with others. We believe that competitiveness can act as motivation to succeed. Mistakes made and challenges overcome are celebrated as learning moments. It is our intent that children learn the skills of empathy, fairness, communication and courage alongside sporting ability. The value of play is not underestimated as a vehicle for children's enjoyment and participation in physical activity.

Daily physical activity is vital for young people's social, emotional and physical wellbeing. We believe that physical activity should be an intrinsic part of our school day beyond scheduled PE lessons. Children's emotional wellbeing is key, and children are explicitly taught how to be mindful and support their own mental wellbeing. We recognise that physical activity helps children to learn and focus in all lessons, and follow the Chief Medical Officer's advice to provide at least 30 minutes of physical activity during school hours for our children.

At Horn's Mill, we believe that all learners, particularly those with special educational needs and/or disabilities (SEND) or high needs, should be challenged by an ambitious curriculum which meets their needs. We have planned a seated curriculum for differently-abled children, and a non-participatory curriculum for children with specific needs meaning they are unable to participate in our full or seated curriculum. Participation in sports and games is celebrated and shared with families and the community, building a sense of pride and confidence.

We believe that being physically active is not confined to scheduled PE lessons, competitions and clubs, but being active is encouraged when children are learning in all areas of the curriculum. Children are consulted and encouraged to suggest sporting activities they would like to be on offer for after school clubs.

As part of a transition project with our feeder high school, we planned our curriculum to maximise opportunities for children to learn the key skills and physical strengths identified as being of highest value when transitioning to high school. We think that children in key stage transition years (2 and 6) should have the opportunity to lead sports, thus building their skills, confidence and ambition.

## EYFS Framework – Physical Development

Early Learning Goals	Physical development – Gross motor skills: <ul style="list-style-type: none"><li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li><li>- Demonstrate strength, balance and coordination when playing.</li></ul>
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- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.						
Year Group	Gymnastics	Dance	Team building / Outdoor and adventurous activities	Ball skills - Hands (KS1)	Ball skills – Feet (KS1)	Locomotion (EYFS)
EYFS	Introduction to high, low, over and under movements. Introduction to the apparatus.  Vocabulary: High, low, over, under	‘Nursery rhymes’ Moving in sequence. Exploring character movements.  Vocabulary: Movement, character	Games for understanding. Taking turns/keeping the score. Understanding and playing by the rules.  Vocabulary: Score, rule	Explore pushing and rolling. Combine pushing and rolling.  Vocabulary: Pushing, rolling	Explore and develop moving with a ball using our feet. Understand dribbling. Develop dribbling against an opponent.  Vocabulary: Dribbling	Explore walking. Explore walking in different pathways. Apply walking into a game
Year 1	Introduction to wide, narrow and curled movements. Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together.  Vocabulary: Wide, narrow, curled	‘Growing’ Responding to rhythm. Introduction to motifs. Creating motifs. Creating movement sequences. Relationships and performance.  Vocabulary: Rhythm, motif, sequence	Team building. Introducing teamwork. Building trust and developing communication. Cooperation and communication.  Vocabulary: Teamwork, trust, communication	Introduce sending with control. Introduce aiming with accuracy. Introduce power and speed when sending a ball. Introduce/develop stopping, combining sending skills. Combine sending and receiving skills.  Vocabulary: Sending, aiming, receiving	Develop moving the ball using the feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point.  Vocabulary: Passing, kicking	<b>Health and wellbeing</b> Introduce and explore agility. Introduce and explore balance. Introduce and explore coordination: Bouncing, rolling and throwing.  Vocabulary: Agility, balance, coordination
Year 2	Developing linking.	‘Exploring’	Team building.		<b>Dodgeball</b>	<b>Athletics</b>

	<p>Linking on apparatus. Jump, roll, balance sequences on apparatus. Creation of sequences. Completion of sequences and performance.</p> <p>Vocabulary: Linking</p>	<p>Responding to stimuli. Developing our motif with expression and emotion. Applying choreography in our motifs. Extending our motifs. Sequences, relationships and performance.</p> <p>Vocabulary: Choreography, performance</p>	<p>Develop teamwork. Explore simple strategies. Problem solving.</p> <p>Vocabulary: Strategy</p>	<p>Develop passing and receiving. Combine passing and receiving, keeping possession. Develop passing and receiving to score a point. Combine passing and receiving to score a point.</p> <p>Vocabulary: Passing, possession</p>	<p>Attacking/defending as a team. Understanding the transition between defence and attack. Create and apply attacking/ defensive tactics.</p> <p>Vocabulary: Attack, defence</p>	<p>Introduce then consolidate jumping. Apply jumping into a game. Explore jumping combinations. Develop jumping combinations.</p>
Year 3	<p>Introduction to symmetry and asymmetry. Application of learning onto apparatus. Sequence formation. Sequence completion.</p> <p>Vocabulary: Symmetry, asymmetry</p>	<p>‘Witches and wizards’ Responding to stimuli. Developing character dance into a motif. Developing sequences with a partner in character that show relationships. Extending sequences with a partner in character.</p> <p>Vocabulary: Extending, stimuli</p>	<p>Communication and tactics. Creating and applying simple tactics. Developing leadership. Developing communication as a team / collaborate effectively as a team. Create defending and attacking.</p> <p>Vocabulary: Tactics</p>	<p><b>Tag Rugby</b></p> <p>Introduce moving with the ball, passing and receiving. Introduce tagging. Create space when attacking. Develop passing and moving. Combine passing/moving to create attacking opportunities.</p> <p>Vocabulary: Opportunities</p>	<p><b>Cricket</b></p> <p>Understand the concept of batting and fielding. Introduce throwing overarm. Introduce throwing underarm. Introduce catching. Striking with intent.</p> <p>Vocabulary: Striking, batting, fielding, overarm, underarm</p>	<p>Explore running for speed. Explore acceleration. Introduce /develop relay: Running for speed in a team. Throwing: Accuracy vs distance. Standing long jump.</p>
Year 4		<b>Swimming</b>	Problem solving.			

	<p>Introduction to bridges. Application of bridge learning onto apparatus. Develop sequences with bridges. Sequence formation. Sequence completion.</p> <p>Vocabulary: Bridges</p>	<p>In years 4, 5 and 6, children take part in swimming lessons at a local leisure centre. Lessons are delivered by specialist swimming teachers.</p> <p>Children across KS2 are taught to:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke.)</p> <p>Perform safe self-rescue in different water-based situations</p>	<p>Focus on cooperation and responsibility. Develop communication and collaboration. Understand why motivating each other is important when working in a team.</p> <p>Vocabulary: Cooperation, collaboration, motivation</p>	<p>Develop passing, moving and creating space. Apply learning to 3v3 mini games. Develop defending in game situations. Combine passing and moving to create an attack and score.</p> <p>Vocabulary: Making space</p>	<p>Develop an understanding of batting and fielding. Develop stopping and returning the ball. Develop retrieving and returning the ball. Striking the ball at different angles and speeds.</p> <p>Vocabulary: Integrity, resourcefulness</p>	
Year 5	<p>Introduction to counter balance. Application of counter balance learning onto apparatus. Sequence formation. Counter Tension. Sequence completion.</p> <p>Vocabulary: Counter balance, counter tension</p>		<p>Orienteering. Introduce the concept and meaning of orienteering. Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate. Orientate a map and locate points on the map in a set order.</p> <p>Vocabulary: Orienteering, navigate</p>	<p>Refine passing and moving to create attacking opportunities. Explore different passes that can be used to outwit defenders. Refine defending as a team. Create and apply defending tactics. Develop officiating.</p> <p>Vocabulary: Officiating</p>	<p>Refine batting, understand and develop batting and bowling tactics. Refine fielding, stopping, catching and throwing. Combine bowling and fielding, creating and applying tactics. Introduce umpiring and scoring</p> <p>Vocabulary: Umpire</p>	
Year 6	<p>Introduction to matching/mirroring. Application of matching/mirroring learning onto apparatus. Sequence development.</p>		<p>Leadership. Understanding what makes an effective leader. Communicating as a leader. Introduce and explore the STEP principle:</p>		<p>Consolidate batting/fielding/bowling. Create, understand and apply attacking/defensive tactics in game.</p>	<p style="text-align: center;"><b>Athletics</b></p> <p>Running for speed competitively. Running for distance competitively. Throwing. Jumping.</p> <p>Vocabulary:</p>

	Vocabulary: Matching, mirroring		Space, Equipment, Task and People.			Self-motivation, evaluation
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**Seated curriculum – for children with other physical needs**

Boccia – seated game	<p>EYFS - Ball Skills Hands 1 and 2: Explore pushing and rolling Combine pushing and rolling. Explore throwing overarm and underarm.</p> <p>Year 1 - Ball Skills Hands 1 and 2: Introduce sending (throwing) with control Introduce aiming with accuracy. Introduce power and speed when sending a ball. Develop sending (rolling) skills to score a point.</p> <p>Year 2 - Ball Skills Hands 2: Develop underarm throwing. Apply underarm throwing to win a game. Apply underarm throwing to beat an opponent.</p> <p>Year 3 - Boccia: Exploring sending. Sending the ball: Understanding why we need to be accurate. Sending the ball: Developing our sending technique and understanding of accuracy. Introduce scoring in Boccia.</p> <p>Year 4 - Boccia: Consolidating sending with accuracy in Boccia: Sending with pace and speed. Tactical Play: Applying accuracy into our Boccia games. Tactical Play: Defending in Boccia.</p> <p>Year 5 – Boccia:</p>
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	<p>Sending the ball: Consolidating our understanding of why we need to be accurate.          Sending the ball: Refine our sending technique and understanding of accuracy.          Sending the ball: Applying accuracy in teams.</p> <p>Year 6 – Boccia:          Creating and applying basic tactics: Coaching and officiating Boccia games.          Level 1 Competition: Pairs Boccia.          Level 1 Competition: Team Boccia.</p>
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**Non-participatory curriculum**

KS1	<p>Children are taught the following values through activities alongside whole-class teaching of PE:</p> <ul style="list-style-type: none"> <li>Concentration</li> <li>Courage</li> <li>Curiosity</li> <li>Empathy</li> <li>Fairness</li> <li>Gratitude</li> <li>Honesty</li> <li>Imagination</li> <li>Self-belief</li> </ul>
KS2	<p>Children are taught the following skills alongside whole-class teaching of PE:</p> <ul style="list-style-type: none"> <li>Being a sports analyst.</li> <li>Being a sports journalist.</li> <li>Being a sports photographer.</li> <li>Being a team manager.</li> </ul>