

Intent of the PE curriculum

Fun, engaging lessons with exciting resources to inspire all children.	Regular recall of key vocabulary and knowledge of games/sports.	Physical literacy and an awareness of own physical strength and weakness.	Use various physical and sporting equipment successfully.	To make regular links to the wider curriculum and world within PE lessons.
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At Ladock we know how important physical education to support healthy lives and emotional wellbeing. It is our intent to build on this to give children the best opportunities and it is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim, then sail and surf. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Ladock, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

Intent Statements

Physical Education and Activity	School Sports
<p>To develop children’s physical literacy. To improve children’s physical health. To make children of physical and mental health, specifically their own. To raise awareness of fitness and health. To increase physical activity with the school day and promote it outside of school. To provide opportunities to develop social skills, through pairs, groups and teams. To create lifelong enjoyment of exercise and personal health. To challenge and extend fundamental movement and physical literacy. To encourage and support water confidence and improve swimming knowledge and ability. To prepare children for secondary school and beyond.</p>	<p>To provide opportunities for ALL children to experience school sports. Both competitive and participatory. To reduce barriers to participation in school sports. To increase opportunities for experiences and activities. To extend and provide opportunities for children’s physical literacy and personal fitness. To allow and support all children to become part of a team and represent Ladock in events. Support each child’s love of sport by promoting sports and active clubs outside of school hours and in the local community. Inspire children to pursue sporting opportunities into later life.</p>

Implementation

Teaching Principles	Teaching Approaches
<ul style="list-style-type: none"> • Planning is carefully mapped across the school to ensure progression of physical skills across key stages. • Differentiation opportunities using bronze, silver and gold. • Opportunities are provided to extend and challenge. 	<ul style="list-style-type: none"> • Lesson plans created to ensure progression across key stages and classes. • Key vocabulary and terms and taught and tested. • Resources and skills are used to differentiate. • Teaching vocabulary is done through retrieval/recall pedagogy.

- Linking key vocabulary to learning and using it accurately.
- Scaffolding learning as and when needed.
- Ensuring opportunities for assessment for learning.

- Visits to the local secondary school extend physical literacy and sporting opportunities.
- Planned lesson time to assess learning and allow children to reflect.
- Self and peer assessment where applicable.

Implementation Statements

Physical Education and Activity	School Sports
Structure and progressive schemes of learning Differentiated activities to enable success for all Improving school resources to meet the needs of the school and the curriculum. Alternative sports offered along side the curriculum such as dodgeball. Bronze, Silver and Gold for assessment and learning objectives. Intervention groups (SEND) Futfit and daily movement breaks. Use of outside providers to provide high quality learning opportunities. Curriculum swimming for all children y1 to y6. Free fruit for KS1 children Outside learning opportunities- Wild Tribe, surfing and sailing. Extra curricular sports clubs.	Participation in The school games and The Roseland Network Inter-schools sports program. Extra curricular sports clubs Participation in a local football league. Community links with local clubs and coaches. Sports awards- weekly certificates and yearly awards.

Progression of vocabulary

KS1	Lower KS2	Upper KS2
Agility, balance, coordination, space, pass, roll, jump, bowl, spring, fast, quick, dodge, turn, target, release, power, gentle, stretch, extend, pointy toes, forwards, backwards, explore, bend, teamwork, honesty, determination.	KS1 vocabulary in addition to: Invasion, possession, attack/attacking, defend/defence, stamina, pacing, tension, extension, communication, lateral, dodge, travel, overload, respect, dribble/dribbling, heart.	KS1 & lower KS2 vocabulary in addition to: aesthetic, canon, unison, endurance, flexibility, strength, speed, power, orientate, fairplay, resilience, determination, self-belief, spatial awareness, reaction time

Progression of skills

EYFS PE Overview – Arena Scheme of Work

The Arena Scheme of Work is used as a skills progression for children in EYFS to learn through topic based activities. At the beginning of the year a PE lesson for EYFS is short and play based. Most skills are covered through continuous provision within the classroom/outdoor environment throughout the school day. EYFS children will have a structured PE lesson from an expert once a week if the coach understands the EYFS Curriculum. Evidence is shown through Tapestry and Class Dojo.

<u>Fundamental movement skills</u>	<u>Games</u> I can roll a ball in an intended direction with force.	<u>Dance</u> I can move to music creatively. I can copy dance moves.	<u>Gymnastics</u> I can copy a sequence of movements.	<u>Athletics</u> I begin to run in different ways including: sprinting and jogging.
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<p>I can master basic moves including running, jumping, throwing and catching. I can develop balance, co-ordination and agility.</p>	<p>I can stop a moving ball that has been rolled. I can drop a beanbag onto a flat target. I can throw a beanbag toward a large target. I can chase and track a rolling ball. I can kick a ball in a intended direction with force. I can stop a moving ball that has been kicked. I can hit a ball from standing. I can hit a moving ball. I can catch a balloon or beanbag thrown by an adult. I can throw a tennis ball, head height and catch it. I can stay in a marked out area.</p>	<p>I can follow a sequence of moves. I can move to show different feelings created by music.</p>	<p>I can move my body creatively and imaginatively in different ways. I can experiment with different ways of moving. I can understand associated vocabulary such as: strong, firm, gentle, heavy, stretch, reach, tense and floppy. I can follow and repeat a sequence of 3 actions. I can jump off an object and land appropriately. I can experiment with different ways of making shapes with my body. I can crawl over, under and through small apparatus.</p>	<p>I can begin to demonstrate an overhead throw using beanbags. I can begin to jump effectively and safely. I can begin to feel how my body feels different when exercising.</p>
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Progression of Skills

KS1 PE Overview – Teacher Arena Scheme of Work as a basic adding in the skills needed for individual classes.

<p><u>Gymnastics/Dance</u> I can begin to show control and coordination when travelling and balancing. I can link 2/3 or more actions to make a sequence. I can show contrast (e.g.: small / tall, straight / curved, wide / narrow) when developing shapes. I understand what makes a jump safe and can land with some control and balance, when using 2 different jumps.</p>	<p><u>Physical Literacy</u> I can understand the difference and show some control when running, skipping, hopping and jumping. I can practice/use underarm throwing and rolling skills. I can practice simple collecting and receiving skills. I can play simple games with a partner or passive opponent. I am beginning to understand basic rules and the way to score.</p>	<p><u>Net and Wall Games</u> I can move with speed, agility and co-ordination when dribbling, kicking and bouncing a ball. I can stop a moving ball with hands and feet. I can change speed to move and change direction into spaces and around objects. I can understand the concepts of 'behind, in front, to the side, between'. I can hit, roll and throw with power and accuracy.</p>	<p><u>Striking and fielding</u> I can move with speed, agility and co-ordination when dribbling, kicking and bouncing a ball. I can stop a moving ball with hands and feet. I can change speed to move and change direction into spaces and around objects. I can understand the concepts of 'behind, in front, to the side, between'. I can hit, roll and throw with power and accuracy.</p>	<p><u>Athletics</u> I understand how sprinting is different to jogging and can begin to demonstrate this. I can begin to show this difference. I can begin to demonstrate an overhead throw using different objects. I can begin to jump effectively and safely. I can begin to explain the changes that take place in my body.</p>
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<p>I can begin to explain the changes that take place in my body</p>	<p>I can begin to identify changes that take place to the body when exercising. <u>Yr2 progression</u> I can intercept, retrieve and stop bean bags and large balls with some consistency. I can throw, hit and kick a ball (with some success) in a range of ways depending on the needs of the game. I can briefly describe what I and others need to do in a game.</p>	<p>I can catch beanbags, large balls and tennis balls.</p>	<p>I can catch beanbags, large balls and tennis balls.</p>	
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Lower KS2 PE Overview – Teacher Arena Scheme of Work as a basic adding in the skills needed for individual classes.
I can understand what it means to be physically active and know how it feels to be active for sustained periods of time.

<p><u>Gymnastics</u> I can share and create phrases independently. I can repeat, remember and perform them. I can perform balances, shapes and movements with control. I can combine an increasing range of elements within a sequence (e.g. rolls, jumps, shapes) and work with others to complete task (e.g. partner or small groups). I can identify aspects of a performance that need to be practised. I can plan, perform and repeat sequences that include changes in speed, level, direction, with clear shapes and quality of movement.</p>	<p><u>Dance</u> I can use a greater amount of my own ideas for movements in response to a task. I can explore, improvise and combine movements and ideas effectively, with a partner translating ideas from stimuli. I can perform with an awareness of rhythmic, dynamic and expressive qualities. I can create and link simple dance phrases using dance structures and motifs.</p>	<p><u>Games</u> I can play competitive games modified where appropriate (eg- basketball, badminton, cricket, football, hockey, netball, rounders, tennis). I can use the basic principles suitable for defending and attacking. I can intercept, retrieve and stop bean bags and large balls with some consistency (e.g. during Invasion Games). I can throw, hit, kick a ball in a range of ways depending on the needs of the game (e.g. during Invasion Games). I can play simple games with a partner or passive opponent. I can describe basic rules and the way to score.</p>	<p><u>Athletics</u> I can run at fast, medium and slow speeds. Changing direction and speed. I can take part in racing activities remembering the skills in need. I can effectively throw a variety of objects. I can perform a range of jumps showing consistent technique and where appropriate using a short run up. I can work effectively in a team when taking part in an athletic event (e.g. in a relay or other competition)</p>	<p><u>Swimming</u> I can enter the pool safely. I can fully submerge myself underwater. I can push off the wall and maintain a streamlined position for at least 10 metres on both my front and back. I can travel at least 10m on my front and back demonstrating recognised arm and leg actions. I can swim 25m using a recognised stroke.</p>
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Upper KS2 PE Overview – Teacher Arena Scheme of Work as a basic adding in the skills needed for individual classes.

I can understand what it means to be physically active and know how it feels to be active for sustained periods of time and the effects that it has on my body.

<p><u>Gymnastics</u> I can share and create phrases independently. I can repeat, remember and perform them. I can combine and perform increasingly complex gymnastic actions, shapes and balances (e.g. counterbalances) with a partner or small groups. I can create sequences with others, whilst demonstrating safe practice at times showing changes in level and direction.</p> <p><u>Yr6</u> I can lead a warm-up and am able to explain the reasons for an effective warm-up/cool-down. I can combine and perform a range of complex gymnastic actions, shapes and balances with control and accuracy. I can create increasingly complex and varied sequences with others (e.g. variety of levels, directions). I can use my knowledge to refine mine and others performances.</p>	<p><u>Dance</u> <u>Yr5</u> I can compare and contrast sequences. I can create, rehearse and refine short dance sequences with individuality. I can use an increasing range of complex composition principles to create dances (e.g. unison, canon, fragmentation).</p> <p><u>Yr6</u> I can compare and contrast sequences and comment on my own and others. I can lead a warm-up and am able to explain the reasons for an effective warm-up/cool-down. I can demonstrate a clear sense of my own dance style. I can use a range of technical and physical principles to create dances.</p>	<p><u>Athletics</u> I can explain the short term effects of exercise has on the body and why exercise is good for health. I can select the most appropriate pace for a running event, to sustain my running and improve upon personal targets. I can demonstrate control and accuracy over running and / or jumping activities. I can participate in a range of athletic events, e.g. long jump, 100metres sprint etc.</p> <p><u>Yr6</u> I can pace myself effectively according to the event. I can show good control, speed, strength and stamina in a range of athletic events. I can take part in a wide range of athletic events effectively. I can use and apply a range of throwing techniques.</p>	<p><u>Games</u> I can pass, shoot, dribble in different ways. I can use forehand and backhand shots. I can explain complicated rules as a referee. I can led my team in a game. I can bat, bowl and field using a range of techniques showing control and accuracy (e.g. during striking/fielding activities or net/wall activities). I can combine accurate attacking (passing, receiving, creating space) and defensive skills in modified games with control (e.g. during Invasion Games) and consistency.</p> <p><u>Yr6</u> I can lead a warm-up and am able to explain the reasons for an effective warm-up/cool-down.</p>	<p><u>Swimming</u> I can enter the pool safely. I can fully submerge myself underwater. I can push off the wall and maintain a streamlined position for at least 10 metres on both my front and back. I can travel at least 10m on my front and back demonstrating recognised arm and leg actions. I can swim 25m using a recognised stroke.</p>	<p><u>OAA</u> I can lead a warm-up and am able to explain the reasons for an effective warm-up/cool-down (e.g. prevent injury, prepare the body & mind for activity). I can work confidently and collaboratively in familiar and changing environments, adapting quickly to new situations. I can orientate a map. I can plan, select and put into practice a range of solutions to problems and challenges. I can take a leading role when working with, and taking responsibility for, others. I can work safely to complete tasks.</p>
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PE Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cuby Lesson 1		Multi-skills Arena SOW (Throwing/catching / rolling / dribbling - hands & feet)	Multi-skills - Winter & Christmas <i>PoPE SOW</i>	Dance	Physical Literacy (Run/Jump/Skip/Gallop/Hop/Dodge) Games	Striking & fielding skills through Cricket/ Rounder's type activities <i>ARENA SOW - KS1 S & F</i>	Gymnastics (field)
Cuby Lesson 2		Physical Literacy (Run/Jump/Skip/Gallop/Hop/Dodge) Games	Continuous Provision within the classroom Climbing, jumping, throwing and hitting	Multi-skills Arena SOW (Throwing/catching / rolling / dribbling - hands & feet)	Multi-skills Arena SOW (Throwing/catching / rolling / dribbling - hands & feet)	Athletic skills through running, jumping & throwing	Tennis
Keyne Lesson 1		<u>OAA</u>	Physical Literacy (Run/Jump/Skip/Gallop/Hop/Dodge)	Dance	Swimming	Striking & fielding skills through Cricket/ Rounder's type activities	Gymnastics (field)
Keyne Lesson 2		Physical Literacy (Run/Jump/Skip/Gallop/Hop/Dodge)	Net and Wall Games	Multi-skills - (Throwing/catching / rolling / dribbling - hands & feet)	Multi-skills - (Throwing/catching / rolling / dribbling - hands & feet)	Athletic skills through running, jumping & throwing	Tennis
Ladoca Lesson 1		Swimming	Invasion Games - Netball / Basketball (Games)	Invasion Games - Football / Hockey	Dance	Striking & Fielding Skills - Cricket / Rounders/ Tennis	Gymnastics (field)
Ladoca Lesson 2		<u>OAA</u>	Rugby Cornish Pirates	Invasion Games - Football / Hockey	Striking & Fielding Skills - Rounders/Cricket	Athletics Skills /Quad Kids	Tennis
Blaise Lesson 1		Swimming	Invasion Games - Football / Hockey	<u>OAA</u>	Dance	Striking & Fielding Skills - Cricket / Rounders	Gymnastics (field)
Blaise Lesson 2		Invasion Games - Netball / Basketball	Rugby Cornish Pirates (Games)	Net & Wall Skills - Badminton	Invasion Games - Football / Hockey	Athletics Skills /Quad Kids	Tennis

How do we measure the Impact?

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

Learning Walks	Children's voice	Formative assessments- Bronze, Silver, Gold	Swimming level awards
Extra-Curricular Uptake	Successes in inter school competitions	Certificates and Awards	End of year school sport representation data