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| Physical Education |
| **PE is taught progressively through the 3 strands of ‘motor competence’, ‘rules, strategies and tactics’ and ‘healthy participation’.** Each of these strands is developed through the following key areas of learning: |
|  |  | Action, artistic, double leg, gymnast, gymnastics, leg, pommel horse |  | Sport, orienteering, map, running, holding, finding, location |  |
| Athletics | Dance and movement | Gymnastics | Team games | Outdoor adventurous activities | Swimming |

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| Key concepts (Big Ideas) in **Physical Education** |
| *Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.* *Through different units of work we develop:** ***Motor competence****: developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities*
* ***Rules, strategies and tactics****: these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy*
* ***Healthy participation****: the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups*

*They will develop their abilities in* ***performance*** *by using their knowledge of motor competence. They will develop their* ***creativity*** *by exploring and experimenting with techniques and tactics and learn how to* ***evaluate*** *and analyse games and performances.* **In all units of work, pupils will be taught** * **Declarative knowledge** eg: knowing how to perform movements or actions, knowing rules, strategies and tactics for the activity
* **Procedural knowledge** eg:knowing how to apply their knowledge to sequences, routines or games

**Athletics**Shape  Description automatically generated with low confidencePupils will develop increasing competence in the techniques of running, jumping, throwing and catching.**Dance and movement**Icon  Description automatically generatedPupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.**Gymnastics**Action, artistic, double leg, gymnast, gymnastics, leg, pommel horsePupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity. **Team games**Shape  Description automatically generated with low confidencePupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attaching and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football, netball and hockey, and **net & wall games** such as tennis, badminton and table tennis).**Outdoor adventurous activities**Sport, orienteering, map, running, holding, finding, locationPupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.**Swimming**Shape  Description automatically generated with low confidencePupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.  |
| Knowledge and skills sequencing | **PHYSICAL EDUCATION** |  |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Athletics**Shape  Description automatically generated with low confidenceMotor competenceRules, strategies and tactics | To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | To be able to move by running and jumping with control and careTo be able to explore throwing and catching using a range of techniques | To master basic throwing and catching.To master basic running and jumping | To show control, accuracy and coordination within running and jumping movements at different speedsTo be able to take part in a relay, remembering when to run and how to work within a team | To be able to run over a long distance and sprint a short distance and understand the different techniques neededTo be able to throw in different ways and hit a targetTo be able to jump in different waysTo know the rules and tactics needed for different athletic activities | To be able to control my body when taking off and landingTo be able to throw with accuracyTo know the rules and tactics needed for a wider range of athletic activities | To be able to combine a range of running, jumping, throwing and catching techniques with control.To know the rules and tactics needed for a wider range of athletic activities |
| **Dance and movement**Icon  Description automatically generatedMotor competenceRules, strategies and tactics | To progress towards a more fluent style of moving, with developing control and grace | To be able to copy, learn and perform some dance moves | To be able to change rhythm, speed, level and direction in my danceTo be able dance with some control and coordinationTo be able to perform dances using simple movement patterns | To be able to improvise freely and translate ideas from a stimulus into movementTo be able to share and create phrases with a partner and small groupTo be able to repeat, remember and perform phrases | To be able to use dance to communicate an idea through a range of movements and patterns | To be able to perform a dance which shows clarity, fluency, accuracy and consistency To be able to perform to an accompanimentTo be able to compose my own dances in a creative ways | To be able to develop sequences in a specific styleTo be able to perform dances using simple movement patternsTo be able to choose my own music and style |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Team Games**Shape  Description automatically generated with low confidence**Team Games**(Cont..)Shape  Description automatically generated with low confidence | **(Striking and fielding)**Motor competenceRules, strategies and tactics | To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming | To be able to move and stop safelyTo be able to throw underarm To begin to catch more consistentlyTo be able to strike with a racket or bat | To be able to send and receiveTo be able to decide the best space to be in during a gameTo be able to follow rulesTo use hand-eye coordination to control a ballTo be able to catch a variety of objects | To be able to throw and catch with controlTo be aware of space and use it to support team-mates and to cause problems for the oppositionTo know and use rules fairly | To be able to catch with one handTo be able to hit, bowl, throw and catch with increasing accuracyTo be able to vary my tactics and adapt my skills depending on what is happening in a game | To be able to hit, throw, bowl and catch accurately and with control To be able to use a range of techniques when fielding | To be able to use a range of techniques with confidence and skill in a game situation To be able to play competitive games to agreed rulesTo be able to explain rules to othersTo be able to communicate a plan to my team |
| **(Invasion)**Motor competenceRules, strategies and tactics | To be able to combine different movements with ease and fluency | To be able to move and stop safelyTo be able to throw and kick in different waysTo be able to stop a ball | To be able to throw, hit or kick a ball with increasing accuracyTo be able to decide the best space to be in during a gameTo be able to use tactics in a game when attacking and defendingTo be able to follow rules | To be able to throw, hit or kick a ball with accuracyTo be aware of space and use it to support team-mates and to cause problems for the oppositionTo know and use rules fairly | To be able to pass, throw and catch accurately with controlTo be able to keep possession of the ballTo be able to vary my tactics and adapt my skills depending on what is happening in a game | To be able to pass in different waysTo be able to choose a tactic for defending and attackingTo be able to use a number of techniques to pass, dribble and shoot To be able to gain possession by working as part of a team | To be able to use a number of techniques to pass, dribble and shoot with control and accuracyTo be able to apply basic principles suitable for attacking and defending To be able to play competitive games to agreed rulesTo be able to explain rules to othersTo be able to communicate a plan to my team |
| **(Net / Wall)**Motor competenceRules, strategies and tactics |  |  |  | To be able to throw and catch with controlTo be able to serve underarmTo be able to build up a rally | To be able to play a variety of shotsTo demonstrate and use the correct grip on a racketTo develop greater accuracy of strokesTo know the rules for a net game | To develop techniques for ground strokes and volleysTo develop a backhand technique and use it in a gameTo be able to serve overarmTo know when to use different shots | To use good hand/eye co-ordination when playing and servingTo know where a shot should be aimed and show increasing accuracyTo use different shots in a game situation to outwit an opponent |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Gymnastics**Action, artistic, double leg, gymnast, gymnastics, leg, pommel horseMotor competenceRules, strategies and tactics | To develop overall body-strength, balance, co-ordination and agility | To be able to make my body curled, tense, stretched and relaxedTo be able to control my body when travelling and balancing in different ways | To be able to use balance, agility and coordination in a range of activities To be able to plan and perform a sequence of coordinated movements including a balance | To be able to explain how strength and suppleness affect performanceTo be able to compare and contrast gymnastic sequences To adapt sequences to suit different types of apparatus and criteria | To include change of speed and direction with controlTo include a range of shapes in a sequence To be able to work with a partner to create, repeat and improve a sequence with at least three phases  | To combine action, balance and shape To perform consistently to different audiences To be able to make complex extended sequences | To be able to demonstrate flexibility, strength, control and balance in a sequence of movements To develop technical sequences in a specific style |

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|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Outdoor adventurous activities**Sport, orienteering, map, running, holding, finding, locationMotor competenceRules, strategies and tactics |  |  |  | To be able to follow a map in a familiar contextTo be able to use clues to follow a route safely | To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising othersTo be able to follow a route within a time limit | To confidently orientate myself and others to solve problems in unfamiliar environmentsFollow a map into an unknown locationUse clues and a compass to navigate a route | To be able to plan route and a series of clues for someone elseTo be able to take part in outdoor and adventurous activity challenges both individually and in a team |
| Shape  Description automatically generated with low confidence**Swimming** |  |  |  | To be able to use a range of strokes effectivelyTo perform safe self-rescue in different water based situationsTo swim competently, confidently and proficiently over a distance of at least 25m |

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| Sports Science Sequencing | **PHYSICAL EDUCATION** |
|  | EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| **Sports Science**Motor competenceRules, strategies and tactics Healthy Participation |  | To know why moving my body is an important part of being healthy | To know the importance of a warm upTo explain the benefits a warm up has on our body  | To take a pulse rate reading before and after exercise and see the impact exercise has on it To explain why heart rates increase after exerciseTo appreciate that being active is part of being healthy both physically and mentally  | To explain how a warm up prepares and protects our body during physical activity (aerobic exercise to increase heart rate and warm muscles, then how to stretch safely to ensure muscle damage doesn’t occur) To understand that being healthy physically and mentally relies on diet and physical activity | To know the names, locations and usage for some of the main muscles in the body (biceps, triceps, quadriceps, hamstring)To begin to understand how muscles work in pairs to allow us to move. | To identify the bodies 5 major muscle groups and their names(chest, back, arms and shoulders, abdominals, legs and buttocks)To understand that having a healthy, active lifestyle impacts our mental health (exercise releases endorphins which reduce chance of depression and anxiety. Improve self-esteem. Regulate appetiteProvide an enhanced immune response)To understand the short and long term effects physical exercise has on the body and mental health |

**LONG TERM PLAN**

