

PE Subject Overview

At The Bishops' we aim to provide a rich and engaging PE curriculum that meets the needs of the children in our community. We believe that active children are happy children. We believe that physical education inspires learners to realise their full potential and develop a lifelong interest in physical activity and sport. We believe children's academic success runs alongside having an active and healthy lifestyle through daily exercise, taking part in high quality P.E. lessons and extra-curricular activities. Children who are provided with positive experiences of physical education at a primary school are much more likely to lead active and healthy lifestyles later in life.

Physical education is taught through six different strands:

- Gymnastics
- Athletics
- Team Games
- Dance and Movement
- Outdoor Adventurous Activities
- Swimming and Water safety

Our PE curriculum, underpinned by the ARENA PE scheme, is inclusive and ensures that pupils of all abilities access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. Children will develop their fundamental movement skills (agility, balance and co-ordination) and take part in increasingly competitive situations against themselves and others. Whilst retaining its unique contribution to pupils' physical development, health and fitness, PE also has considerable potential to contribute to much wider areas of learning in terms of developing the whole child, including the development of physical, social, creative, personal and cognitive skills.

In addition to this extra-curricular clubs enhance the experience of different sports throughout the school. Furthermore, a range of lunchtime activities and participation in intra-school competitions, year group camps and sports day will ensure maximum participation in physical activity outside of the PE curriculum. There are also opportunities for pupils to take on leadership roles in which they can build character and embed values such as fairness, teamwork and respect.

Regular participation in sport and physical activity can help to reduce the risk of health problems, improve physical fitness, help with weight management, promote good health, instil self-discipline, develop skills, improve self-confidence, reduce stress and develop life-long learning skills. This is what we aim to instil in The Bishops' CofE Learning Academy children – that Physical Education impacts all areas of life.



The intent of our PE curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and achievement in the area of PE enabling them to know more about physical activity and keeping healthy, remember more about the physical activity they participate in and learn about and understand how to use and apply this knowledge to impact upon their own physical activity, participation and healthy lifestyle.

Curriculum Intent, Implementation and Impact Overview		
Subject: Physical Education		Subject Leader: Charlotte Barnard
Intent	Implementation	Impact
<p>Intention 1: To build a PE curriculum which enables children to develop competence to excel in a broad range of physical activities which results in pupils knowing more, remembering more and understanding how the knowledge and skills can be applied in their own physical activity and healthy lifestyle.</p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding in physical education as set out in the National Curriculum so that children can reach and exceed their potential at The Bishops' C of E Learning Academy and beyond.</p>	<p>The clear and comprehensive scheme of work ARENA is in line with the National Curriculum.</p> <p>In P.E, children will study four areas of sport. These include: Gymnastics, Athletics, Games and Dance. Within P.E lessons, children will adopt many different roles such as a performer, coach, umpire and leader and explore many different outdoor activities.</p> <ul style="list-style-type: none"> • PE Kit Children have access to a PE Kit purchased by school annually. • Access to experts Over the period of the year / key Stage children will have opportunities to work with PE experts. • Inter Events Children will have access to competing against pupils from other schools. • Displays Display in school will celebrate involvement in PE. • Clubs Children will have access to PE outside of the school day. • Staff Development Teachers have access to CPD to improve their confidence and ability to teach PE effectively using the Arena scheme. 	<ul style="list-style-type: none"> • Children will achieve age related expectations in PE. • Children will enjoy sport and will seek additional extra-curricular activities both school and external to school related. • Participation levels in PE will be 100%.
<p>Intention 2: To build a curriculum that encourages and provides opportunities for all children to lead healthy, active lives. To enable them to know more, remember more and</p>	<ul style="list-style-type: none"> • Clear and comprehensive PE scheme of work which makes reference to healthy lifestyles. <i>The teaching and learning of healthy life styles is planned explicitly within each year group as part of the ARENA PE SOW.</i> • Cross Curricular links The PE SOW / policy makes links with other subjects including Science, PSHE and Maths. 	<ul style="list-style-type: none"> • Children will show a good understanding of healthy eating. • Children will access the free fruit or bring their own fruit. • Children's packed lunches indicate a balance diet.

<p>understand more about the positives involved in healthy lifestyle.</p>	<ul style="list-style-type: none"> • Daily mile / Daily dash / Wake and Shake The daily mile, daily dash and wake and shakes are age appropriate physical activities which are actively promoted and completed consistently by all children and modelled by staff. • Free Fruit / Water only snack policy School provides free fruit for all EYFS and KS1 children daily. Being part of the Healthy Schools programme healthy pack lunches and snacks are actively encouraged. 	
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PE Key Vocabulary

	EYFS	KS1	Lower KS2 (Year 3 & 4)	Upper KS2 (Year 5 & 6)
Gymnastics	Roll Slow Jump Forwards Backwards Sideways	Forwards Backwards Sideways Roll Slow Body parts Shape Jump Travel Stretch Wide Narrow	stretch push pull step spring crawl still slowly tall long forwards high low roll copy jump land balance	Muscles Joints Symmetrical/asymmetrical Rotation Turn Shape Landing Take-off Flight Performance/evaluation
Athletics	Jump Run Balance Hop Skip	Leap Distance Technique Take off Landing	Sprint Baton Height Accuracy Participate Competition Arm/Leg drive Relay Shuttle Coordination	Knee lift Hurdles Personal best

			Consistency	
Team games	Catch Team Pass Partner Shoot Score	Striking Catching Own space Team Speed Direction Passing Controlling Shooting Scoring	Keep possession Scoring goals Keeping score Making space Pass/send/receive Travel with a ball Make use of space Points/goals Rules Tactics Batting Fielding Defending Hitting	Keeping possession Passing Dribbling Shooting Support Marking Attackers/defenders Marking Team play Batting Fielding Bowler Defending Hitting Offside Pitch Forehand/backhand
Dance and movement	Fast Slow Time Move Space	Travel Stillness Direction Space Body parts Levels Speed	+ Space Repetition Action and reaction Pattern	+ Dance style Technique Pattern Rhythm Variation Unison Canon Action Reaction

PE progression

PE	<p style="text-align: center;">EYFS:</p> <p>KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.</p> <p>KS2: Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>							
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Gymnastics</p>	<p>I can move confidently in a range of ways.</p> <p>I can experiment with ways of moving.</p>	<p>I can show a variety of actions using the floor and where appropriate, the apparatus, such as; walking, running, slithering, sliding, jumping, galloping, rolling, skipping, hopping, sidestep balancing and climbing.</p>	<p>I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions). I can create a gymnastic sequence using the floor and apparatus of 4 different actions in which I can show stretched and curled actions.</p>	<p>I can join together four actions showing different pathways and moving in different directions. I can either, start on the floor and finish on the apparatus or start on the apparatus and finish on the floor. I can choose 2-4 different gymnastic actions. I can include a jump in my sequence. I can link these together, so I do one after the other,</p>	<p>I can make up a sequence of 6 - 8 actions that link together using the floor and apparatus. I can show contrasting shapes, actions and travelling movements within a sequence. I can show different levels in a sequence. I can combine learnt techniques (Y1&2) for a fluid sequence.</p>	<p>I can create a sequence of 6 - 8 elements using the floor and apparatus. I can name and include both symmetrical and asymmetrical elements and a start and finish position. I can show different levels in my sequence and perform with some body tension.</p>	<p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus? I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances.</p>	<p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. I can show changes of levels in my sequence. I can include 3 or more partner balances and travel in unison and cannon.</p>

			I can include a start and finish position.	using the floor and apparatus. I can make a shape at the beginning and the end of my movements. (Start and finish positions).				
Athletics	Move confidently in a range of ways	I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes. I can take part in an agility course using the skills I have learnt to bound, hop, jump and skip – I can take turns with other children	I can demonstrate the skills I have learned, to throw jump and run in a competitive situation. I am beginning to increase the distance I can jump by improving my technique and I can hop, jump and leap.	I can demonstrate the skills I have learned in a competitive situation. I can increase the distance I can jump by improving my technique and I can link a hop, jump and leap together. I am beginning to use my arms to help increase distance, my head for balance and my legs for a good take-off and landing.	I can sprint using an effective arm action. I can pass and receive a baton successfully. I can select a jump for distance, driving arms and legs to gain height. I can throw balls in a variety of ways with increasing accuracy. I can participate in an athletics competition and am trying to improve my sprinting, jumping and throwing skills.	I can sustain a sprint with a good arm/leg drive. I can pass/receive the baton successfully in a Shuttle relay race. I can combine a number of jumps with control, coordination and consistency. I can throw with accuracy at a target. I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, jumping and throwing.	I can run using a good knee lift. I can throw a variety of different implements with increasing distances and long jump by taking off on one foot and landing with both. I can combine sprinting with low hurdles over 60m. I can throw accurately and refine performance by analysing technique and body shape. I can keep track of personal best performances, setting targets for improvement.	I can choose the best place for running over a variety of distances. I can show control in take-off and landing when jumping. I can keep track of personal best performances, setting challenging targets for improvement I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, long distance running, jumping and throwing.

<p>Team games</p>	<p>Negotiates space successfully play racing and chasing games with each other, adjusting speed and direction.</p>	<p>I can begin to use the skills I have learned to start and stop, move in different directions, balance in different shapes, bounce and pass a ball in a small game situation. I can use the skills I have learnt to bounce a ball over a line in a game.</p>	<p>I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.</p> <p>I can use the skills I have learnt including bouncing, dribbling, passing and receiving.</p> <p>I can begin to use the skills I have learned to play a competitive game. (ready position, volley, return the ball).</p>	<p>I can use my throwing skills to play a Frisbee golf game as in the pupil challenge.</p> <p>I can send, receive and steer a ball in a game situation.</p>	<p>I can develop fielding and possession skills.</p> <p>I can begin to apply tactics and rules in a game.</p> <p>I can ask and answer questions to suggest reasons/improvements/changes.</p>	<p>I can apply and explain rules and tactics of a variety of games.</p> <p>I can suggest improvements; support others</p> <p>I can keep and control the possession of a ball.</p> <p>I can field with control.</p>	<p>I can explain rules and tactics in detail.</p> <p>I can work in a team or alone to gain possession of a ball.</p> <p>I can reflect- ask and answer questions to change or improve games/ performance</p>	<p>I can gain possession confidently and apply attacking and defending skills.</p> <p>I can apply understanding of rules and tactics e.g. officiating</p> <p>I can support other players; coaching; modelling</p>
<p>Dance and movement</p>	<p>Show control with large and small movements</p>	<p>I can begin to perform simple dance moves</p> <p>I can show some rhythm and control when moving</p>	<p>I can explore movement ideas and respond imaginatively to a range of stimuli.</p> <p>I can move confidently and safely in their own and general space,</p>	<p>I can practice and perform a dance. I can work with a partner, using levels and travel actions in my dance.</p>	<p>I can create and perform a dance which has 3 sections within it.</p> <p>I can include an action - reaction element to my dance.</p>	<p>I can explore and create characters and narratives in response to a range of stimuli.</p> <p>I can use simple choreographic principles to create motifs and narrative.</p> <p>I can perform complex dance</p>	<p>I can explore and improvise ideas for dances in different styles, working on my own, with a partner and in a group.</p> <p>I can compose dances by using adapting and developing steps,</p>	<p>I can copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase.</p> <p>I can teach a dance phrase to a friend and learn theirs.</p> <p>I can perform dances using</p>

		<p>I can feedback verbally to partner</p>	<p>using changes of speed, level and direction. I can compose and link movement to make simple dances with clear beginnings, middles and ends. I can perform movement phrases using a range of body actions and body parts. I can talk about dance ideas inspired by different stimuli. I can copy, watch and describe dance movement.</p>		<p>I can include unison and canon within my dance.</p> <p>I can make movements which begin to show fluidity.</p> <p>I can change speed and level within a performance</p> <p>I can give feedback. Suggest next steps to peers</p>	<p>phrases and dances that communicate character and narrative. I know and describe what you need to do to warm up and cool down for dance. I can describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</p>	<p>formations and patterning from different dance styles. I can perform dances expressively, using a range of performance skills. I can organise my own warm-up and cool-down activities to suit the dance. I can show an understanding of why it is important to warm up and cool down. I can describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p>	<p>advanced techniques with a range of dance styles and forms. I can suggest new ways of working/ask and answer questions to reflect</p>
<p>Outdoor Adventurous activities</p>	N/A	N/A	N/A	<p>I can work with a partner to complete an orienteering course of 10 controls on a playground. I can work in a group to cross</p>	<p>I can use more detailed plans and diagrams that take them from familiar to less familiar areas. I can use ideas they have learned in one task and apply them in another.</p>	<p>I can develop the range and consistency of my skills and work with others to solve challenges. I can choose and apply strategies and skills to meet the requirements</p>	<p>I can orientate self to solve problems, locating particular places. I can adapt actions to changing situations.</p>	<p>I can confidently orientate self and others to solve a problem in a more unfamiliar environment I can develop skills to solve problems in intellectual and physical challenges.</p>

				an imaginary river safely. I can use only the equipment on the river bank to help me and work as part of a team.	I can identify potential risks.	of a task or challenge. I can work safely. I can describe and evaluate my own and others' performances.		I can take part in an orienteering competition using most of the skills that I have learned. I can work sensibly and collaboratively with your partner / group to achieve a safe outcome and be able to trust each other.
Swimming and Water Safety	N/A	N/A	I can enter the water safely and correctly from either the pool side or the steps. I can move freely across the pool in any direction. I can half submerge the face in the water and blow bubbles for 3 seconds.	I can travel a minimum distance of 5m on my front with a float. I can travel a minimum distance of 5m on my back with a float. I can propel a floating object for 3m by any method.	I can use one basic stroke I can show co-ordination and control in arm and leg movements.	I can use more than one stroke and co-ordinate breathing.	I can use breaststroke, front crawl and backstroke, ensuring that breathing is correct.	Any child not meeting the 25m requirement will receive swimming intervention Swim 25m by the end of Year 6. I can explore personal survival skills safely.
Specific sports to be covered: Football, Tag-Rugby, Netball, Athletics, Hockey, Tennis								