'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	***PE***

INTENT

For pupils to develop and become more physically confident in a way which supports their health and fitness. They have access to a high quality physical education curriculum which is fun and inspiring providing opportunities to participate in and excel in a range of competitive and non-competitive sports and other physically demanding activities. They should develop an understanding of the impact of physical activity as part of a healthy lifestyle as well as enhancing life-long values such as cooperation, collaboration, team work and fairness.

	SKILLS	KNOWLEDGE
YEAR 3	Pupils will learn to: Athletics • Run at an appropriate speed for the distance; take a running jump; demonstrate a range of throwing actions with one hand GAMES • Strike, kick, throw and catch with control; show awareness of space in game situations; demonstrate a basic understanding of rules Gymnastics • Copy, remember, explore and repeat simple actions varying speed and levels; select simple actions to construct sequences DANCE • Perform simple body actions with control & coordination, copy shapes & movements & repeat short dances phrases with some control. OAA • Participate in a range of activities which involve working with & trusting others; Respond to simple challenges & problem solving tasks in a familiar environment • Start making suggestions to improve their own performance	Pupils will learn about: • How there is a difference between sprinting and jogging, and that you select which one you use depending on the distance you are running. • Different throwing objects and that it isn't always appropriate to use the same throwing technique (overarm, underarm). • The basic rules for invasion games. • The importance of working and cooperating with others to complete a task. • The way music is used to help structure dances. • How pointing toes and having good start and finish positions can make a sequence look better. • Equipment safety

Enrichment: • *Inter-house cross country. This leads to being selected to represent the school in the partnership cross country. This can then lead to qualifying for the Norfolk School games county finals.* • *Sportshall Athletics. Team selected to represent the school with the opportunity of qualifying for the Norfolk School Games County Finals.* • *Inter-house sports day.* • *Multi-sports day helping the year 2 children.* • *School Sports Teams. Attend clubs and get the opportunity to represent the school in a variety of sports teams. Cross Country, Athletics.* • *Lunchtime Cross Country club is offered to all of year 3.* • *After school sports clubs. Dance, Drama, CSF (various activities offered throughout the year), Benchball.*	*Vocabulary:* • *Pike, star, straddle, tuck, straight shape.* • *Points and patches.* • *Symmetrical.* • *Jete, cat leap, cabriole, scissor, split leap.* • *Timing, starting and finishing positions* • *Over arm, under arm* • *Pass, control* • *Pacing, sprinting, distance* • *Long jump, standing long jump* • *North, south, east, west* • *Relays* • *Serve*

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<td>YEAR 4</td>
<td>Pupils will learn to:
<u>ATHLETICS</u>
• Run consistently at a variety of speeds, demo different jumps & throws with control and consistency;
• Begin to explain and demonstrate warm ups.
<u>GAMES</u>
• Use a range of skills (kick, strike, throw & catch) with some control and accuracy; choose & vary skills in game situations and use rules fairly.
<u>Gymnastics</u>
• Copy, explore and repeat simple actions with control and coordination; apply ideas to longer sequences, working alone and with others.
<u>Dance</u>
• Make up & try different movements, link actions, perform short dances and describe the mood/feelings when dancing. Works effectively with a partner & small group.
<u>OAA</u>
• Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, etc.
<u>Swimming</u>
• Enter the water safely and develop water confidence and competence

• Watch and describe the aspect of a skill and compare their performance.</td>
<td>Pupils will learn about:
• The structure of warm ups and why they are important.
• What a warm up does to your body.
• Jumping styles (hopping, stepping, jumping) and when to use each one.
• Throwing isn’t only about how far you can throw, it is also about throwing in the direction you want the ball to go in.
• Fair play and why the rules are important.
• Using counts of 8 when dancing as a way of remembering and structuring a sequence to music.
• Safety on high apparatus.
• How different games use a lot of the same skills. eg. cricket, rounders and tennis all involve striking a moving ball.
• Water safety
• Equipment safety</td>
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• Sportshall Athletics. Team selected to represent the school with the opportunity of qualifying for the Norfolk School Games County Finals.
• Inter-house sports day.
• School Sports Teams. Attend clubs and get the opportunity to represent the school in a variety of sports teams. Cross Country, Athletics.
• After school sports clubs. Dance, Drama, CSF (various activities offered throughout the year), Fitball.</td>
<td>Vocabulary: In addition to year 3
• Hop, skip, jump, triple jump
• Accuracy
• Timing
• Muscles, heart, blood, circulation.
• Circuits
• Choreography
• Mirroring, cannon</td>
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<td>YEAR 5</td>
<td>Pupils will learn to:
<u>ATHLETICS</u>
• Choose the best pace for a running event so they can sustain their running and improve on a personal target. Pupils can show control, accuracy and technique when throwing and jumping.
<u>GAMES</u>
• Use different techniques for attacking & defending in game situations; understand & implement a range of tactics; use and apply the basic rules consistently and fairly.
<u>Gymnastics</u>
• Look at beginning to incorporate hand apparatus with different jump styles. Eg, jete, split leap, tuck jump.
• Combining gymnastics skills with low level apparatus. Creating group and individual sequences demonstrating previously taught floor skills.
<u>DANCE</u>
• Perform body actions with growing control and coordination, choose movements with different dynamic qualities that express an idea, mood or feeling; link actions and remember & repeat dance phrases to perform a short dance.
<u>Swimming</u>
• Develop a variety of different ways of entering the water and show an increasing confidence and competence in the water.
<u>OAA</u>
• Devise appropriate responses to challenges and tasks and adapt to changing circumstances; Read a map to complete an orienteering exercise; Accept responsibility for personal and group safety.
• Identify good performance and explain why it’s good using agreed criteria; identify own and others strengths and suggest ideas to help them improve.
• Link and vary skills, techniques and ideas with control, precision and fluency; pupils can demonstrate specific aspects of a warm up.</td>
<td>Pupils will learn about:
• How ‘personal bests’ work and why sometimes the best competition is with yourself.
• The different roles of players within a game.
• How your body feels when it works hard during an activity.
• Why it is important to cool down.
• How to hold a map in relation to where you are standing.
• The best way to critique a peer’s performance. The language you use and that it is important to also follow a critique with a suggestion on how to improve.
• The importance of being clear with your instructions.
• Gymnastics jump styles (jete, cat leap, tuck, straight, split leap, cat leap).
• How to set up/tidy away equipment safely.</td>
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• Inter-house sports day.
• School Sports Teams. Attend clubs and get the opportunity to represent the school in a variety of sports teams. Football, Cross Country, Athletics, Cricket.
• After school sports clubs. Dance, Drama, CSF (various activities offered throughout the year), Fitball, Rounders</td>
<td>Vocabulary: In addition to year 3 + 4
• Tactics
• Cool down
• Personal best</td>
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<td>YEAR 6</td>
<td>Pupils will learn to:
<u>ATHLETICS</u>
• Show good control, speed, strength and stamina when running, jumping and throwing; adapt their skills to different challenges and equipment; have a good knowledge of the rules and organise and judge events and challenges.
<u>GAMES</u>
• Use different techniques for attacking & defending in game situations; understand & implement a range of tactics; play effectively as part of a team, plan and practice warm ups; identify fitness needed for games and use them in warm ups.
<u>DANCE</u>
• Perform and create movement sequences with some complex skills, displaying accuracy and consistency; lead warm ups and demonstrate safe practice.
• Perform body actions with control and coordination, choose movements with different dynamic qualities that express an idea, mood or feeling; link actions & repeat dance phrases to perform a short dance; pupils can describe how dancing affects the body
<u>Gymnastics</u>
• Perform partner balances. Working out how to show control and shapes using body tension.
• Working in pairs and groups to perform a sequence of movements and balances.
• Explore ways of linking flight and gymnastics skills previously taught on both low and high level equipment.
<u>OAA</u>
• Devise appropriate responses to challenges and tasks and adapt to changing circumstances; Read a map to complete a variety of orienteering exercises; Accept responsibility for personal and group safety.
• Pick out the important features of a performance; make good suggestions about what can be improved; devise practices that lead to improvement.</td>
<td>Pupils will learn about:
• How to set up an activity, Space, Time, Equipment, People (STEP)
• Implementing the rules themselves.
• Using expression to help convey the emotions of a dance.
• How to confidently lead a group warm up that is appropriate to the activity.
• How to complete a challenge that has deliberately been sabotaged. Coping skills and team work.
• Breaking down skills so that they can understand them well enough to teach them to themselves and others.</td>
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• Sportshall Athletics. Team selected to represent the school with the opportunity of qualifying for the Norfolk School Games County Finals.
• Inter-house sports day.
• Opportunity to become a school Sports Leader and help lead class activities and run the multi-sports day with the year 2 and 3 children.
• School Sports Teams. Attend clubs and get the opportunity to represent the school in a variety of sports teams.</td>
<td>Vocabulary: In addition to year 3, 4 +5
• Expressions
• Counter balance, counter tension
• STEP (Space, Time, Equipment, People)
• Leader
• Dynamic</td>
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• *After school sports clubs. Dance, Drama, CSF (various activities offered throughout the year), Rounders.* • *Formula Goblin gives the children the opportunity to build a race car and then take it to a competition and compete in various races.*	

Support for SEN/disadvantaged children;	**Additional opportunities for more-able;**
• *Use of different equipment (size, weight, shape).* • *Adaptions to rules.* • *Visual aids.* • *Use of a partner (mixed ability pairings).* • *Taught how to contribute in other ways. Learn to score, ref, evaluate others performances.*	• *Use of personal bests by competing with themselves to achieve a better score/time/distance.* • *Explain and evaluate own and others performances (use of ipad) in more detail using correct vocab and suggesting improvements.* • *Challenge children to be more creative.* • *Encourage to attend clubs both in and outside of school.*

How does PE contribute to the overall school aims? (*Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective)*:

Providing the children with high quality PE will help to create a lifelong habit of physical activity, which can in turn help:

- Improve Emotional Wellbeing
- Improve Behaviour
- Increase Attendance
- Raise Achievement
- The pupils will learn to be more tolerant and respectful of others through both team games and individual activities; they will also be encouraged to be reflective on their own and others' performances in order to improve.

How does PE contribute to the Spiritual Development of children?

Children experience awe and wonder when:

- They participate in whole school events and see just how talented they and each other are (eg. Outdoor Education day and sports day).
- Lots of children experience sporting events outside of school and are able to witness sports and activities they may have not seen before (eg. The active kids festival).
- In competitive sporting activities children get the chance to see talent from all across Norwich and sometimes even further afield (eg. Partnership cross country and City Sports).
- In lessons they are given the opportunity to watch their piers demonstrate and perform.
- Older children come in to help them with their lessons and activities.

Children experience delight in their learning when:

- They develop their skills enough to put them into game situations.
- They achieve a new skill that they have been working on, this might be on their own or with others.
- They are able to put skills they have been working on into sequences and then onto large apparatus.
- The freedom of dance ideas come together and they create a pattern to music.
- They can see an improvement in individual events (eg. Times in races, measurements in throwing and jumping).
- They use their knowledge to then help and teach the younger children (eg. Multisports events and during selected PE/Games activities).

Children are given opportunities to be curious when:

- They are asked to explore ways of travelling, pathways, shapes and balances.
- Use creativity when it comes to the use of larger apparatus.
- Trying to solve problem in Outdoor Education activities.
- Given a word and asked to act it out in movement (dance).
- They attend swimming lessons and discover that water can be fun and safe at the same time.