



Curriculum Learning Guide



Physical Education

How is PE taught at Low Ash?



Curriculum Intent

What do we want to achieve with our PE curriculum?

At Low Ash Primary School, we believe that our high-quality Physical Education curriculum provides learners with opportunities to succeed and achieve in competitive sport while significantly contributing to their health and well-being. It is our intent to inspire an active generation who enjoy taking part in physical activities, encouraging each other to succeed and working positively together as part of a team. Our PE curriculum is closely aligned to the national curriculum but we believe that an innovative and varied curriculum, along with a large variety of extra-curricular opportunities, allows learners to connect their knowledge, skills and understanding to enable them to be confident individuals. A broad and balanced curriculum also allows learners to understand the importance of their physical health and the impact this will have on their mental health and well-being. We are able to provide children with a safe and supportive environment in a large range of different physical activities which will support children's physical, emotional, social and moral development. We believe that children should be exposed to as many varied activities and opportunities as possible to allow children to explore their interests. This is done by them being exposed to activities that may be difficult to access outside of the school environment. Our inclusive approach also provides a variety of opportunities for learners to develop collaboration, communication and leadership skills. Our approach to Physical Education and events ensures that children are consistently given opportunities to develop personal qualities and skills, allow them to build 'resilience' and 'tolerance' through sport and competitions and learn fairness and respect, qualities that make children good members of society.

Implementation

How will this be achieved?

Using Complete PE as a basis, we have created a curriculum which weaves together fundamental skills of movement and co-ordination alongside key skills and understanding within the key areas of athletics, dance, gymnastics, invasion games, striking and fielding, outdoor and adventurous activity and swimming. We provide opportunities to gain skills which are transferable in the five areas of activity as outlined in the Primary National Curriculum for Physical Education and our curriculum also provides opportunities for children to learn and apply new skills and knowledge, building each year, on children's previous knowledge and experience. This is supported by good quality feedback, and consistent self and peer evaluation.

In reception, our learners are given regular opportunities to independently get ready for PE and begin to learn what happens to their bodies during PE and physical activity. They are given many opportunities to jump, slide, crawl and roll to develop coordination and gross motor skills. Our learners are also given the freedom to move to music, copy and perform dances and move around safely whilst exploring how to manage their own body on and off apparatus, with and without equipment and at various speeds.

As children move into KS1, they become more physically confident and competent developing their core movement and balance, agility and co-ordination working both independently and with others. They are encouraged to explore movement imaginatively with expression, music and responding to a range of stimuli. KS1 children are taught to use a range of movements such as jumping, running, throwing, catching and kicking individually and in a combination as part of team. They are given opportunities to work as a team in competitive situations and develop an understanding of tactics and how these can help them to win.



In KS2 our children continue to develop their knowledge and skills and are given a range of opportunities to use them in different ways, learning different sports and physical activities. This is done through our curriculum and our annual 'Healthy Schools Week'. Through our curriculum, our children create and perform dances using a range of stimuli and music. They are encouraged to use techniques such as: unison, canon, freeze frame and motif alongside a range of patterns and movements. Throughout all the disciplines of sport, technique, balance, control, strength and flexibility are developed. Children in KS2 continue to develop an understanding of how to succeed in different sports and activities and learn to evaluate their own successes and discover areas they may need to develop. Small-sided games are set up to engage children and to give them opportunities to develop team skills, resilience and perseverance in increasingly challenging situations. All KS2 children will develop their understanding and knowledge of water safety and how to be safe around water. Our Year 4 children receive swimming instruction to swim competently and confidently as well as using a range of swimming strokes effectively. They also gain practical skills in performing safe self-rescue in different water-based situations. Through our PE curriculum, our KS2 children develop their knowledge and gain a better understanding of the importance of communication, collaboration and decision making (both individually and as part of a team) as a life skill required to be a successful member of society.

Our assessment is based on statements in our planning and staff can use this to help assess where the children are in the curriculum. Children will self and peer assess regularly throughout their PE lessons. Many extra-curricular opportunities are given to our children at Low Ash to allow them to further flourish and achieve their potential. Opportunities for clubs are carefully planned throughout our school day and are offered to children in EYFS, KS1 and KS2 throughout the school year. Many of our children take part in festivals, events and competitions in inter-schools competitions and these opportunities are offered to children in KS1 and KS2 as well as SEND children.

We hold an annual 'Healthy Schools Week' where our children work with a wide range of specialist coaches, athletes, first aid technicians, chefs, mindfulness coaches, outdoor and adventurous activities, sailing, equestrian and many more sporting and health industries. The program for this week looks at helping children understand how to maintain a healthy lifestyle, look after their physical health and fitness, how they can follow a career in sport and health and how to take care of their mental health and well-being.

All children at Low Ash Primary School take part in all aspects of our PE curriculum. Our PE curriculum aims to make a difference to the children's life by allowing children to take part in opportunities that they may not have outside of school. Where required, lessons and resources are adapted to ensure that all learners are included and can access the whole PE curriculum.

We also make cross curricular links with Physical Education. In Science, children learn their body parts and the technical names. They learn the importance of exercise and food, nutrients and hygiene and how this contributes to the functions of the body. They learn how oxygen, food and water is important and how they keep our bodies healthy and functioning e.g. the digestive system. In Geography, there are links with OAA as children learn directional language and how to read and orientate a map using grid references. In Maths, children can link counting, reading measures and comparing measurements, reading and recording times and distances. They learn problem solving skills, estimation and how to record data. In PSHE, children learn which foods are healthy and unhealthy, how to keep ourselves safe, what is good for our body and what is not (tobacco, drugs etc) and understanding rules and why we need to follow them.



What will outcomes for learners be?

At Low Ash, Physical Education helps our children to make informed decisions and understand the value of leading a healthy and active lifestyle. It allows them to become confident, respectful and valued members of the school and wider community. Through our high-quality PE curriculum, our children will:

- Participate in PE lessons with enthusiasm and give 100% effort.
- Enjoy PE and physical activities and sport and will seek additional extra-curricular activities in school and outside of school.
- Know more about PE and understand more about it and remember more.
- Be motivated to use the skills, values and attitudes taught in school both individually and as part of a team, to help live happy, healthy lives and be active, valued members within their community.
- Achieve or exceed age related expectations in PE.
- Benefit from improved fitness and well-being, not just through PE skills taught, but through the values and disciplines that PE promotes.
- Be happy, confident and well-respected members of society by implementing skills learnt from this area of the curriculum.



| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Athletics | Locomotion: Walking/Jumping -Explore/develop jumping -Sustain walking | | Locomotion: Running/Jumping -Explore running -Running for speed: Acceleration -Explore running in a team -Develop jumping -Explore how jumping affects our bodies | Locomotion: Jumping -Consolidate jumping -Apply jumping into a game -Explore jumping combinations -Develop jumping combinations | Athletics -Explore running for speed -Explore acceleration -Introduce /develop relay: Running for speed in a team -Throwing: Accuracy vs distance -Standing long jump | Athletics -Develop running at speed -Exploring our stride pattern -Exploring running at pace -Understand and apply tactics when running for distance -Introduce the Javelin -Standing triple jump | Athletics -Finishing a race -Evaluating our performance -Sprinting: My personal best -Relay changeovers -Introduce the Shot Put -Introducing the hurdles | Athletics -Running for speed competition -Running for distance competition -Throwing competition -Jumping competition |
| Gymnastics | High, Low, Over, Under -Introduction to high, low, over and under -Introduction to the apparatus | | Wide, Narrow, Curled -Introduction to wide, narrow and curled -Exploring the difference between wide, narrow and curled -Transitioning between wide, narrow and curled movements -Linking two movements together | Linking -Developing linking -Linking on apparatus -Jump, roll, balance sequences/on apparatus -Creation of sequences -Completion of sequences and performance | Symmetry & Asymmetry -Introduction to symmetry and asymmetry -Application of learning onto apparatus -Sequence formation -Sequence completion | Bridges -Introduction to bridges -Application of bridge learning onto apparatus -Develop sequences with bridges -Sequence formation -Sequence completion | Counter Balance & Counter Tension -Introduction to counter balance -Application of counter balance learning onto apparatus -Sequence formation -Counter Tension -Sequence completion | Matching & Mirroring -Introduction to matching/ mirroring -Application of matching/ mirroring learning onto apparatus -Sequence development |



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| <p>Dance 1</p> | <p>Ourselves -Responding in movement to words and music -Creating their own movement</p> | <p>Growing -Responding to rhythm -Introduction to motifs -Creating motifs -Creating movement sequences -Relationships and performance</p> | <p>Water -Responding to stimuli -Developing whole group movement -Improvisation and physical descriptions -Creating contrasting movement sequences -Sequences, relationships and performance</p> | <p>Wild Animals -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>Cats -Responding to stimuli working together -Extending sequences with a partner in character -Exploring two contrasting -Relationships and interlinking dance moves</p> | <p>Greeks -Exploring the Greeks using compositional principles -Extending sequences with a partner using compositional principles -Creating movement using improvisation where movement is reactive</p> | <p>Carnival -Performing with technical control and rhythm in a group -Creating rhythmic patterns using the body -Experiencing dance from a different culture -Choreographical elements including still imagery</p> |
| <p>Dance 2</p> | <p>Nursery Rhymes -Moving in sequence -Exploring character movements</p> | <p>The Zoo -Exploring expression -Developing our movements, adding movements together -Responding to a rhythm: Introducing partner work -Creating an animal sequence motifs -Exploring relationships within our motifs</p> | <p>Exploring -Responding to stimuli -Developing our motif with expression and emotion -Applying choreography in our motifs -Extending our motifs -Sequences, relationships and performance</p> | <p>Weather -Responding to stimuli, extreme weather -Developing thematic dance into a motif -Extending dance to create sequences with a partner -Developing sequences with a partner</p> | <p>Space -Extending sequences with a partner in character -Developing sequences with a partner in character that show relationships and interlinking dance moves -Sequences, relationships, choreography and performance</p> | <p>The Circus -Developing character movements linked to 19th Century prejudices -Creating movements to represent different characters and performers in a 19th Century circus -Extending our Performance incorporating</p> | <p>Titanic -Creating rhythmic patterns using our body -Extending our choreography through controlled movements, character emotion and expression -Explore the relationships between characters applying character emotion and expression</p> |

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| | | | | | | props and apparatus linked to the variety of performers | |
| Games – Striking and Fielding (Cricket) | Ball Skills Hands 2 -Explore throwing overarm and underarm -Explore rolling, stopping a ball and catching | Ball Skills Hands 2 -Introduce throwing with accuracy -Apply throwing with accuracy in a team Introduce stopping a ball -Develop sending (rolling) skills to score a point -Consolidate sending and stopping to win a game | Ball Skills Hands 2 -Develop underarm throwing -Apply underarm throwing to win a game -Apply underarm throwing to beat an opponent -Introduce overarm throwing | Cricket -Understand the concept of batting and fielding -Introduce throwing overarm -Introduce throwing underarm -Introduce catching -Striking with intent | Cricket -Develop an understanding of batting and fielding -Introduce bowling underarm -Develop stopping and returning the ball -Develop retrieving and returning the ball -Striking the ball at different angles and speeds | Cricket -Refine batting, understand and develop batting and bowling tactics -Refine fielding stooping, catching and throwing -Combine bowling and fielding creating and applying tactics -Introduce umpiring and scoring | Cricket -Consolidate batting/ fielding/bowling -Create, understand and apply attacking/ defensive tactics in game |
| Games – Striking and Fielding (Rounders) | Ball Skills Hands 2 -Explore throwing overarm and underarm -Explore rolling, stopping a ball and catching | Ball Skills Hands 2 -Introduce throwing with accuracy -Apply throwing with accuracy in a team -Introduce stopping a ball | Ball Skills Hands 2 -Develop underarm throwing -Apply underarm throwing to win a game -Apply underarm throwing to beat an opponent -Introduce overarm throwing | Rounders -Introduce to rounders -Introduce overarm throwing -Apply overarm and underarm throwing -Introduce stopping the ball | Rounders -Develop fielding bowling with a backstop -Introduce batting; how -Develop batting; where and why | Rounders -Develop fielding tactics maximising players -Understand what happens if the batter misses the ball | Rounders -Introduction to full rounders -Consolidate fielding tactics -Refine our understanding of what happens if the batter misses or hits the ball backwards |



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| | | <ul style="list-style-type: none"> -Develop sending (rolling) skills to score a point -Consolidate sending and stopping to win a game | | <ul style="list-style-type: none"> -Application of stopping the ball in a game | <ul style="list-style-type: none"> -Introduce and apply basic fielding tactics | <ul style="list-style-type: none"> -Refine fielding tactics, what players where? -Applying tactics in mini games | <ul style="list-style-type: none"> -Batting considerations |
| Games – Invasion (football) | <p>Ball Skills Feet</p> <ul style="list-style-type: none"> -Explore and develop moving with a ball using our feet -Understand dribbling -Develop dribbling against an opponent | <p>Ball Skills Feet</p> <ul style="list-style-type: none"> -Develop moving the ball using the feet -Apply dribbling into games -Consolidate dribbling -Explore kicking (passing) -Apply kicking (passing) to score a point | <p>Ball Skills Feet</p> <ul style="list-style-type: none"> -Develop dribbling/passing/receiving, keeping possession -Combine dribbling, passing and receiving, keeping possession/to score a point -Apply dribbling, passing and receiving as a team to score a point | <p>Football</p> <ul style="list-style-type: none"> - Introduce/develop dribbling keeping control -Introduce passing and receiving -Combine dribbling and passing to create space -Develop passing, receiving and dribbling | <p>Football</p> <ul style="list-style-type: none"> -Refine dribbling -Turning -Refine passing and receiving -Develop passing and dribbling creating space -Introduce shooting | <p>Football</p> <ul style="list-style-type: none"> -Refine dribbling and passing to maintain possession -Introduce and develop defending -Develop shooting -Refine attacking skills, passing, dribbling and shooting, introduce officiating | <p>Football</p> <ul style="list-style-type: none"> -Consolidate keeping possession, develop officiating -Consolidate defending -Organise formations and manage teams -Organise formations decide tactics, manage teams and officiate games |

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| Games – Invasion (tag rugby) | <p>Locomotion: Walking -Explore/develop walking in different pathways -Apply walking into a game</p> | <p>Locomotion/Ball Skills Hands -Explore running -Apply running into a game -Explore running at different speeds -Combine sending and receiving skills</p> | <p>Locomotion/Ball Skills Hands -Explore/develop dodging Apply dodging: Explore attacking and defending -Apply dodging in teams -Develop passing and receiving -Combine passing and receiving, keeping possession -Combine passing and receiving to score a point</p> | <p>Tag Rugby -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>Tag Rugby -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>Tag Rugby -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>Tag Rugby -Consolidate passing and moving -Consolidate defending -Create, understand and apply attacking/defending tactics in game situations -Consolidate attacking and defending in mini games</p> |
| Games – Invasion (netball) | <p>Ball Skills Hands 1 -Explore pushing and rolling -Combine pushing and rolling</p> | <p>Ball Skills Hands 1 -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</p> | <p>Ball Skills Hands 1 -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>Netball -Introduce passing, receiving and creating space -Develop/combine passing and moving -Combine/develop passing and shooting</p> | <p>Netball -Refine passing and receiving -Develop passing and dribbling creating space -Develop passing, moving and shooting -Refine passing and shooting -Develop footwork</p> | <p>Netball -Refine passing and receiving -Apply passing, footwork and shooting into mini games, introduce officiating -Introduce defending -Explore the function of other passing styles</p> | <p>Netball -Consolidate keeping possession, develop officiating -Consolidate defending -Create, understand and apply attacking/defending tactics in game situations</p> |

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| Games – Invasion (handball) | <p>Ball Skills Hands 1</p> <ul style="list-style-type: none"> -Explore pushing and rolling -Combine pushing and rolling | <p>Ball Skills Hands 1</p> <ul style="list-style-type: none"> -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 | <p>Ball Skills Hands 1</p> <ul style="list-style-type: none"> -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>Handball</p> <ul style="list-style-type: none"> -Introduce passing, receiving and creating space -Develop passing and moving -Combine passing and moving -Introduce shooting -Develop passing and shooting | <p>Handball</p> <ul style="list-style-type: none"> -Refine passing and receiving -Develop passing and creating space -Develop passing, moving and shooting -Combine passing and shooting -Introduce defending | <p>Handball</p> <ul style="list-style-type: none"> -Refine passing and receiving -Develop passing and creating space -Develop passing, moving and shooting -Combine passing and shooting -Introduce defending | <p>Handball</p> <ul style="list-style-type: none"> -Consolidate keeping possession, develop officiating -Understand and apply defending tactics in game situations -Consolidate defensive tactics; understand and apply defensive tactics in game scenarios |
| Games – Invasion (Basketball) | <p>Ball Skills Hands 1</p> <ul style="list-style-type: none"> -Explore pushing, rolling and bouncing -Explore bouncing into space -Combine pushing and rolling | <p>Ball Skills Hands 1</p> <ul style="list-style-type: none"> -Introduce sending (bouncing) with control -Introduce aiming with accuracy -Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills | <p>Ball Skills Hands 1</p> <ul style="list-style-type: none"> -Develop dribbling/passing and receiving -Combine dribbling, passing and receiving, keeping possession -Develop dribbling/passing and receiving to score a point -Combine dribbling, passing and | <p>Basketball</p> <ul style="list-style-type: none"> -Introduce dribbling; keeping control -Introduce passing and receiving -Combine dribbling and passing to create space -Develop passing, receiving and dribbling -Introduce shooting | <p>Basketball</p> <ul style="list-style-type: none"> -Refine dribbling -Refine passing and receiving -Refine passing and dribbling creating space -Refine passing and dribbling creating shooting opportunities -Introduce marking | <p>Basketball</p> <ul style="list-style-type: none"> -Recap and refine dribbling and passing to create attacking opportunities -Develop marking Refine shooting -Refine attacking skills, passing, dribbling and shooting | <p>Basketball</p> <ul style="list-style-type: none"> -Consolidate keeping possession, develop officiating -Consolidate defending -Create, understand and apply attacking tactics in game situations -Create, understand and apply defending tactics in game situations |



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| | | -Combine sending and receiving skills | receiving to score a point | | | introduce officiating | |
| Games – Invasion (hockey) | Game for Understanding -Taking turns/keeping the score -Understanding and playing by the rules | Games For Understanding -Understanding the principles of attack/defence -Applying attacking/defending principles into a game -Consolidate attacking/defending | Games For Understanding Attacking/defending as a team -Understanding the transition between defence and attack -Create and apply attacking/ defensive tactics | Hockey -Introduce dribbling; keeping control -Introduce passing and receiving -Combine dribbling and passing to create space -Develop passing, receiving and dribbling -Introduce shooting | Hockey -Refine dribbling and passing -Develop shooting; combine passing and dribbling to create shooting opportunities -Develop passing and dribbling creating space for attacking opportunities -Introduce defending; blocking and tackling | Hockey -Develop defending; block and tackling -Recap and refine dribbling and passing to create attacking opportunities -Refine attacking skills, passing dribbling and shooting -Refine defending skills developing transition from defence to attack | Hockey -Consolidate keeping possession, develop officiating -Consolidate defending -Create, understand and apply attacking/defending tactics in game situations |

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| Swimming | N/A | N/A | N/A | N/A | N/A | <ul style="list-style-type: none"> -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. | <ul style="list-style-type: none"> -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. | <ul style="list-style-type: none"> -Perform safe self-rescue in different water based situations -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. |
| Outdoor and Adventure | <p>Games For Understanding</p> <ul style="list-style-type: none"> -Taking turns/keeping the score -Understanding and playing by the rules | <p>Team Building</p> <ul style="list-style-type: none"> -Introducing teamwork -Building trust and developing communication -Cooperation and communication | <p>Team Building</p> <ul style="list-style-type: none"> -Develop teamwork -Explore simple strategies -Problem solving: Consolidate teamwork | <p>Communication & Tactics</p> <ul style="list-style-type: none"> -Creating and applying simple tactics -Developing leadership -Developing communication as a team / collaborate effectively as a team -Create defending and attacking tactics as a team | <p>Problem Solving</p> <ul style="list-style-type: none"> -Focus on cooperation and responsibility -Develop communication and collaboration -Understand why motivating each other is important when working in a team | <p>Orienteering</p> <ul style="list-style-type: none"> -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 | <p>Orienteering</p> <ul style="list-style-type: none"> -Orientate a map and locate points on the map in a set order -Consolidate pupils understanding of how to orientate a map, locate points on the map, then travel to them, recording what they find | |



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| Health and Well Being | Health and Wellbeing -Play with friends -Take turns/sharing | Health and Wellbeing -Introduce and explore agility -Introduce and explore balance -Introduce and explore coordination: Bouncing, rolling and throwing | Health and Wellbeing -Consolidate agility -Consolidate balancing: Explore balancing on apparatus -Introduce and explore coordination: Dribbling and kicking | Health, Wellbeing & Fitness -Exploring warm ups -Continuous training -Interval training | Health, Wellbeing & Mindfulness -Mental well being -Mindfulness -Leadership -Exploring cool downs | Health Related Exercise -Cardio Fitness 1 -Flexibility Strength -Cardio Fitness 2 | Health Related Exercise -Cardio Fitness 1 -Flexibility Strength -Cardio Fitness 2 |
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