

PE Curriculum Overview

School: Bishop Rawle C of E Primary School

Academic Year: 2023/2024

At Bishop Rawle CE(A) Primary School we create a caring environment underpinned by strong Christian Values in which each person is valued as an individual and is encouraged to develop their full potential. We encourage people to be everything they can be.

Our school motto supports this... **“Going for Gold with God”**

Bishop Rawle CE(A) Primary School is a family of people who care for and respect one another. Everyone is valued and encouraged to develop their gifts and talents fully. It is our belief that all children are of equal value. In the school community, all children have the right to feel safe, secure, accepted and valued.

At Bishop Rawle C E (A) Primary School, we are committed to providing a varied and rich curriculum that will:

- We nurture and encourage the development of a Christian ethos of life, community and society.
- Our school provides a stimulating, happy, safe and secure environment.
- Our children's intellectual, physical, cultural, social, moral and spiritual development are supported and nurtured.
- We encourage children's self-esteem by empowering their development and self-worth.
- We have meaningful partnerships between pupils, parents, staff, governors and the community.
- The curriculum we deliver is designed to encourage a love of learning and to enrich their natural curiosity and development.
- Mutual respect and trust are encouraged and developed.
- Everyone is enabled and empowered to achieve their potential and enjoy their learning journey.
- Children are encouraged to build resilience, independence and a love of learning

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Implementation

Our curriculum will be implemented using the following principles:

- Recognising and building on children's prior learning;
- Differentiation to ensure all pupils have access to the curriculum and appropriate challenge;
- Delivery of a sequence of lessons that build on skills and learning;
- Discrete teaching of subjects (this may be around a theme);
- Use of Assessment for Learning;
- Promotion of children's involvement in their own learning where the children are aware of what they are learning and why they are learning it;
- Quality questioning;
- Opportunities for research and the promotion of enquiry skills;
- Recognising the importance of progress both within lessons and across a sequence of lessons;
- Use of a range of techniques to match all learning styles and allow all children to access lessons;
- Use of high quality materials and resources;
- Engaging learning experiences which enthuse the children.

Impact

The impact of our curriculum will be continually reviewed and evaluated through:

- Learning walks;
- Book and planning scrutinies;
- Pupil voice;
- Staff feedback and discussion;

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- Assessment data.

When assessing our curriculum, we will be evaluating:

- Have the children acquired the skills and the knowledge laid out in the curriculum and taught them?
- Is our implementation of the curriculum effective and does it reflect the agreed principles?
- Are the children acquiring and progressing in the skills that will enable them to be independent learners?
- Is our curriculum engaging and does it enthuse the pupils?
- Have we provided the children with memorable learning experiences?
- Are our pupils ready for the next stage in their education (i.e. year group or key stage)?

	Autumn		Spring		Summer	
	First half	Second half	First half	Second half	First half	Second half
Reception	<p>Topic: Fundamental movement techniques</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • running, stopping, chasing, changing direction and negotiating space. 	<p>Topic: Dance/ Yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Experiment with different ways of moving, including the use of equipment to move over, under and around. 	<p>Topic: Gymnastics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Focus on dance moves to develop gross motor skills 	<p>Topic: Manipulation skills</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Focus on improving children's key manipulation skills; throwing, rolling, bouncing and catching. 	<p>Topic: Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Focus on skill development in playing with different equipment and different game based activities. 	<p>Topic: Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Continue with focusing on skills development in different games and include more cooperative and group based exercises.

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	<p>Key vocabulary: Games- run, stop, jog, fast, slow, direction, space, chase. Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance.</p>		<p>Key vocabulary: Dance- Movements, elegance, point, stretch, sequence. Manipulation skills: throwing, catching, rolling, bouncing, catching.</p>		<p>Key vocabulary: Games- run, stop, jog, fast, slow, direction, space, chase, equipment, aim, catch, hit.</p>	
Year 1	<p>Topic: Games (basic skills/team building)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use basic throwing, hitting, rolling, catching kicking skills. • Make decisions on positions, interceptions and retrieving. • Discuss how their body feels during a game. 	<p>Topic: Gymnastics/ yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Show basic control and coordination. • Link actions together. • Remember and repeat actions. • Use key vocabulary and describe movements. 	<p>Topic: Gymnastics/ Dance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use different parts of the body to perform movements. • Use dynamic, expressive and rhythmic qualities. • Remember and repeat short dance phrases • Describe how their heart and lungs work when dancing 	<p>Topic: Games (Invasion games)</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Make decisions on positions, interceptions and retrieving. • Choose different ways of hitting, throwing, striking or kicking the ball • Decide where to stand to make it difficult for the opponent • Describe what they and others are doing. 	<p>Topic: Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Demonstrate basic control when using running, jumping and throwing skills. • Discuss how their body is feeling. 	<p>Topic: Striking and Fielding/Net and Wall</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Develop skills to stop, hit and catch a ball. • Improve aiming and receiving.
	<p>Key vocabulary: Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive. Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat.</p>		<p>Key vocabulary: Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat.</p>		<p>Key vocabulary: Athletics- running, jumping, throwing, endurance. Striking and Fielding/Net and Wall- Stop, hit, catch, fielding, opponent, receiving, aiming.</p>	

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			Invasion Games: movement, space, receive, defend, intercept. Hitting, throwing, striking, opponent.			
Year 2/3	<p>Topic: Invasion games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Show awareness of opponents and team-mates when playing games Perform basic skills of rolling, striking and kicking with more confidence Apply these skills in a variety simple games Make choices about appropriate targets, space and equipment 	<p>Topic: Gymnastics/ yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Plan and repeat simple sequences of actions Show contrasts in shape Perform the basic gymnastic actions with coordination, control and variety Recognise and describe how they feel after exercise 	<p>Topic: Invasion games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Perform body actions with control and coordination Choose movements with different dynamic qualities Link actions Remember and repeat dance phrases Perform short dances, showing an understanding of expressive qualities Describe the mood, feelings and expressive qualities of dance 	<p>Topic: Dance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Make decisions on positions, interceptions and retrieving. Choose different ways of hitting, throwing, striking or kicking the ball Decide where to stand to make it difficult for the opponent Show awareness of opponents and team-mates when playing games 	<p>Topic: Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Demonstrate running, jumping and throwing skills in simple challenges Show some control when using a small range of basic running, jumping and throwing actions Cooperate when working in small groups to meet challenges 	<p>Topic: Striking and Fielding</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> Use a few skills with control Hit a stationary ball and retrieve and throw it when fielding. Use bigger target areas to aim for
Year 3 swimming in Summer 2 (3 rd June-15 th July & sessions)	<p>Key vocabulary: Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive. Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat.</p>		<p>Key vocabulary: Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat. Invasion Games: movement, space, receive, defend, intercept. Hitting, throwing, striking, opponent.</p>		<p>Key vocabulary: Athletics- running, jumping, throwing, endurance. Striking and Fielding/Net and Wall- Stop, hit, catch, fielding, opponent, receiving, aiming.</p>	

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<p>Year 3/4</p> <p>Swimming in spring/summer term (26th Feb – 20th May 9 sessions)</p>	<p>Topic: Invasion games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Show awareness of opponents and team-mates when playing games • Perform basic skills of rolling, striking and kicking with more confidence • Apply these skills in a variety simple games • Make choices about appropriate targets, space and equipment 	<p>Topic: Gymnastics/ yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Plan and repeat simple sequences of actions • Show contrasts in shape • Perform the basic gymnastic actions with coordination, control and variety • Recognise and describe how they feel after exercise • 	<p>Topic: Invasion games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Perform body actions with control and coordination • Choose movements with different dynamic qualities • Link actions • Remember and repeat dance phrases • Perform short dances, showing an understanding of expressive qualities • Describe the mood, feelings and expressive qualities of dance 	<p>Topic: Dance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Make decisions on positions, interceptions and retrieving. • Choose different ways of hitting, throwing, striking or kicking the ball • Decide where to stand to make it difficult for the opponent • Show awareness of opponents and team-mates when playing games • 	<p>Topic: Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Demonstrate running, jumping and throwing skills in simple challenges • Show some control when using a small range of basic running, jumping and throwing actions • Cooperate when working in small groups to meet challenges 	<p>Topic: Striking and Fielding</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use a few skills with control • Hit a stationary ball and retrieve and throw it when fielding. • Use bigger target areas to aim for •
	<p>Key vocabulary:</p> <p>Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive.</p> <p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat.</p>		<p>Key vocabulary:</p> <p>Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat.</p>		<p>Key vocabulary:</p> <p>Athletics- running, jumping, throwing, endurance.</p> <p>Striking and Fielding/Net and Wall- Stop, hit, catch, fielding, opponent, receiving, aiming.</p>	

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Year 5 Swimming in autumn/spring (27 th Nov -19 th Feb 9 sessions)	Topic: Invasion Games Key Concepts: <ul style="list-style-type: none"> Use different techniques for passing, controlling, dribbling and shooting the ball in games Apply basic principles of team play to keep possession of the ball Use marking, tackling and /or interception to improve their defence. Play effectively as part of a team Know what position they are playing in and how to contribute when attacking and defending. 	Topic: Gymnastics/ Yoga Key Concepts: <ul style="list-style-type: none"> Make up longer, more complex sequences, including changes of direction, level and speed Develop their own solutions to a task by choosing and applying a range of compositional principles Combine and perform gymnastic actions, shapes and balances Show clarity, fluency, accuracy and consistency in their movements In small groups prepare a sequence to be performed to an audience. 	Topic: Dance/ Invasion Key Concepts: <ul style="list-style-type: none"> Work creatively and imaginatively on their own, with a partner and in a group to compose, motifs and structure simple dances Perform to an accompaniment expressively and sensitively Perform dances fluently and with control Warm-up and cool-down independently 	Topic: Net and Wall Key Concepts: <ul style="list-style-type: none"> Use forehead, backhand and overhead shots increasingly well in the games they play Use the volley in games where it is important Use the skills they prefer with competence and consistency Understand the need for tactics Start to choose and use some tactics effectively Play cooperatively with a partner Apply rules consistently and fairly 	Topic: Athletics Key Concepts: <ul style="list-style-type: none"> Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. Show control at take-off in jumping activities Show accuracy and good technique when throwing for distance. Understand how stamina and power help people to perform well in different athletic activities. 	Topic: Striking and Fielding Key Concepts: <ul style="list-style-type: none"> Strike a bowled ball Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency Work collaboratively in pairs, group activities and small-sided games Use and apply the basic rules consistently and fairly Understand and implement a range of tactics in games
	Key vocabulary:		Key vocabulary:		Key vocabulary:	

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	<p>Invasion Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive, opponent, defend, attack.</p> <p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat, sequence.</p>	<p>Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat, stimuli.</p> <p>Net and Wall- hit, catch, opponent, receive, aim, hand-eye coordination, movement.</p>	<p>Athletics- running, jumping, throwing, endurance, strength, stretch.</p> <p>Striking and Fielding. Stop, hit, catch, fielding, opponent, receive, aim.</p>
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<p>Year 6</p> <p>Swimming in Autumn term (11th Sept – 20th Nov 9 sessions)</p>	<p>Topic: Invasion Games</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling and shooting the ball in games • Apply basic principles of team play to keep possession of the ball • Use marking, tackling and /or interception to improve their defence. • Play effectively as part of a team • Know what position they are playing in and how to contribute when attacking and defending. 	<p>Topic: Gymnastics/ Yoga</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Make up longer, more complex sequences, including changes of direction, level and speed • Develop their own solutions to a task by choosing and applying a range of compositional principles • Combine and perform gymnastic actions, shapes and balances • Show clarity, fluency, accuracy and consistency in their movements • In small groups prepare a sequence to be performed to an audience. 	<p>Topic: Dance/ Invasion</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Work creatively and imaginatively on their own, with a partner and in a group to compose, motifs and structure simple dances • Perform to an accompaniment expressively and sensitively • Perform dances fluently and with control • Warm-up and cool-down independently 	<p>Topic: Net and Wall</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Use forehead, backhand and overhead shots increasingly well in the games they play • Use the volley in games where it is important • Use the skills they prefer with competence and consistency • Understand the need for tactics • Start to choose and use some tactics effectively • Play cooperatively with a partner • Apply rules consistently and fairly 	<p>Topic: Athletics</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Choose the best pace for a running event, so that they can sustain their running and improve on a personal target. • Show control at take-off in jumping activities • Show accuracy and good technique when throwing for distance. • Understand how stamina and power help people to perform well in different athletic activities. 	<p>Topic: Striking and Fielding</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Strike a bowled ball • Use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency • Work collaboratively in pairs, group activities and small-sided games • Use and apply the basic rules consistently and fairly • Understand and implement a range of tactics in games
	<p>Key vocabulary: Invasion Games- run, stop, jog, fast, slow, direction, space, chase, intercept, receive, opponent, defend, attack.</p>	<p>Key vocabulary: Dance- Movements, elegance, point, stretch, sequence, dynamic, expressive, rhythmic, repeat, stimuli.</p>	<p>Key vocabulary: Athletics- running, jumping, throwing, endurance, strength, stretch. Striking and Fielding.</p>			

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	<p>Gymnastics/Yoga- Equipment, movement, stretch, point, elegance, over, under, around, balance, link, repeat, sequence.</p>	<p>Net and Wall- hit, catch, opponent, receive, aim, hand-eye coordination, movement.</p>	<p>Stop, hit, catch, fielding, opponent, receive, aim.</p>
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