



PE scheme of work (from Sep 2020)

Christian values underpinning learning - Love , respect, determination, creation, creativity and peace

Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum.

Our PE curriculum has been developed because we believe that children should be given the opportunities and support to:

- Enjoy sport and physical activity
- Remaining physically active for sustained periods of time and understanding the importance of promoting long-term health and well-being.
- Understand the need for a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- Show a willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- Have the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Show good levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- Ensure that all pupils have the opportunity to compete at a variety of levels in a number of sports
- To swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Sport funding is tracked using a planner that is robustly scrutinised by the link governor to ensure good value for money – please see separate document

Implementation



In the Reception Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will be for at least 2 hours each week.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE for 2 hours each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

Pupils will receive a combination of teaching from Luke Norman our sports coach and class teachers and teaching assistants. Support is given by the Vale under the leadership of Danny Taylor. In addition we take part in workshops with Fit4schools and a range of specialist providers. Using PE funding we hire Fit 4 Schools to come 4 times a year and assess the fitness of our pupils. This data is shared with parents and online tracking and support is offered. Sessions also include an afternoon with the coach exploring new sports and fitness activities.

We aim to enable children to pursue a variety of sports and fitness activities that include, boxing and martial arts, scooters and skateboarding, skipping and event Quidditch.

We work with a range of community providers to have additional workshops – Drayton Golf Club, Abingdon Squash Club and The Vale of White Horse Tennis Club. These sessions help to promote local sport but also provide a culture of sport beyond school.

Pupils' experiences will also be enriched through opportunities for outdoor and adventurous activities. Sessions include using our own school environment as well as day visits, overnight stays and residential weeks that combine outdoor and adventure with other curriculum areas.

Sports leaders

We are developing the role of sports leadership amongst Y5/6 pupils. Pupils are taking an increasing responsibility for the development of activities and competitions. They are learning to demonstrate high quality participation and sportsmanship as well as learning how to organise and run events

Swimming

Swimming lessons will be compulsory for all children from Year 3 and 4. Lessons will be provided by Local Authority employed swimming coaches at Wantage Sports Centre. From Year 5 those children who are confident swimmers may be taught Life-Saving skills. Any child unable to swim 25m at the end of their swimming block in Year 5 will be given extra lessons in year 6.

OVERVIEW (DETAILED PLAN IN SEPARATE DOCUMENT)



Class	Term 1		Term 2		Term 3	
	1A	1B	2A	2B	3A	3B
Reception	Space Agility Balance	Coordination Throwing Catching, Kicking	Agility Balance Coordination	Speed. Running.	Kicking, Striking with an implement Jumping. Develop teamwork Speed, power and endurance.	Introduction to the simple rules and ethics of sports. Teamwork
Sports coach for all	FOOTBALL	MULTSPORTS	HOCKEY	TAG RUGBY	TENNIS	ATHLETICS

Class	Term 1		Term 2		Term 3	
	Year A	Year B	Year A	Year B	Year A	Year B
Poplar	Basic ball skills – throwing, catching, rolling and techniques for this. Gym Dodgeball	Gym Dance Benchball	Gym Basketball / ball games	Dance Basketball / ball games	OAA Sitting volleyball and Boccia Create own games that involve attack and defence	Athletics Runders Create own games that involve attack and defence
Willow	Dance Basketball/Netball OAA	Gym Basketball/Netball OAA	Dance Swimming	Cricket Badminton Swimming	Gym Athletics Rounder's	Athletics Gym Rounder's
Maple	Gym Basketball/Netball	Dance OAA	Gym Diverse sports	Dance Basketball/Netball	Rounder's Athletics	OAA Athletics



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St Blaise Scheme of work –based on a 2 year rolling plan



Assessment statements for the lower age in mixed classes



Assessment statements for the upper age in mixed classes

PE opportunities	Oak – Reception	Poplar – Y1/2	Willow – Y3/4	Maple – Y5/6
	*Participate in team games, developing simple tactics for attacking and defending. *Perform dances using simple movement patterns. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	*Participate in team games, developing simple tactics for attacking and defending. *Perform dances using simple movement patterns. *Take part in gymnastics activities	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. *Take part in gymnastics activities. *Take part in athletics activities. *Perform dances. *Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. *Take part in gymnastics activities. *Take part in athletics activities. *Perform dances. *Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.
Learning objectives To develop practical skills in	* Show increasing control over an object when pushing, patting, throwing, catching or kicking.	* Use rolling, hitting, running, jumping, catching and kicking skills in combination. * Throw and catch with control and	* Use the terms ‘opponent’ and ‘team-mate’. * Throw and catch with control and	* Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).



Achieving together

<p>order to participate, compete and lead a healthy lifestyle</p> <p>Games</p>	<p>* Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles</p> <p>* Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<p>accuracy.</p> <p>* Follow the rules of the game and play fairly.</p> <p>* Pass to team mates at appropriate times.</p> <p>I can throw underarm, hit a ball with a bat, move and stop safely, I can throw and catch with both hands, I can throw and kick in different ways</p> <p>I can use hitting, kicking and/or rolling in a game</p> <p>I can decide the best space to be in during a games</p> <p>I can use one tactic in a game</p> <p>I can follow rules</p>	<p>accuracy.</p> <p>* Strike a ball and field with control.</p> <p>* Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p> <p>* Follow the rules of the game and play fairly.</p> <p>* Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</p> <p>* Pass to team mates at appropriate times.</p> <p>I can throw and catch with control</p> <p>I am aware of space and use to to support team members and cause problems for the opposition</p> <p>I know and use rules fairly</p> <p>I can catch with one hand</p> <p>I can throw and catch accurately</p> <p>I can hit a ball accurately with control</p> <p>I can keep possession of the ball</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p>	<p>* Work alone, or with team mates in order to gain points or possession.</p> <p>* Strike a bowled or volleyed ball with accuracy.</p> <p>I can gain possession by working a team</p> <p>I can pass in different ways</p> <p>I can use forehand and backhand with a racket</p> <p>I can field</p> <p>I can choose a tactic for defending and attacking</p> <p>I can use a number of techniques to pass, dribble and shoot</p> <p>I can play to agreed rules</p> <p>I can explain rules</p> <p>I can umpire</p> <p>I can make a team and communicate a plan</p> <p>I can lead others in a game situation</p>
<p>To develop practical skills in order to</p>	<p>* Experiment with different ways of moving.</p>	<p>* Copy and remember moves and</p>	<p>* Choose movements to communicate a mood, feeling or</p>	<p>* Compose creative and imaginative</p>



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<p>participate, compete and lead a healthy lifestyle</p> <p>Dance</p>		<p>positions.</p> <ul style="list-style-type: none"> * Move with careful control and coordination. * Link two or more actions to perform a sequence. <p>I can move to music I can copy dance moves I can perform my own dance moves I can make up a short dance I can move safely in a space</p> <p>I can change rhythm, speed, level and direction in my dance I can dance with control and coordination I can make a sequence by linking sections together I can use dance to show a mood or feeling</p>	<p>idea.</p> <ul style="list-style-type: none"> * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Create dances and movements that convey a definite idea. * Change speed and levels within a performance. <p>I can improvise freely and translate ideas from a stimulus into movement I can share and create phrases with a partner or small group I can repeat, remember and perform phrases I can take the lead when working with a partner or group</p> <p>I can use dance to communicate an idea</p>	<p>dance sequences.</p> <ul style="list-style-type: none"> * Perform expressively and hold a precise and strong body posture. * Perform and create complex sequences. * Express an idea in original and imaginative ways. * Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. * Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). * Develop physical strength and suppleness by practising moves and stretching. <p>I can compose my own dances in a creative way</p> <p>I can perform to an accompaniment</p> <p>My dance shows clarity, fluency, accuracy and consistently</p> <p>I can develop sequences in a specific</p>
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				<p>style</p> <p>I can choose my own music and style</p>
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Gymnastics</p>	<ul style="list-style-type: none"> * Jump off an object and land appropriately. * Experiment with different ways of moving. * Travel with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> * Copy and remember actions. * Move with some control and awareness of space. * Link two or more actions to make a sequence. * Show contrasts (such as small/tall, straight/curved and wide/narrow). * Climb safely on equipment. * Jump in a variety of ways and land with increasing control and balance. <p>I can make my body curled, tense, stretched and relaxed</p> <p>I can control my body when travelling and balancing</p> <p>I can copy sequences and repeat them</p> <p>I can roll, curl, travel and balance in different ways</p> <p>I can plan and perform a sequence of movements</p> <p>I can improve my sequence based</p>	<ul style="list-style-type: none"> * Plan, perform and repeat sequences. * Move in a clear, fluent and expressive manner. * Refine movements into sequences. * Show changes of direction, speed and level during a performance. * Travel in a variety of ways, including flight, by transferring weight to generate power in movements. * Travel by rolling forwards, backwards and sideways. * Hold a position whilst balancing on different points of the body. * Swing and hang from equipment safely (using hands). <p>I can adapt sequences to suit different types of apparatus and criteria</p>	<ul style="list-style-type: none"> * Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> * travelling * balances * swinging * springing * flight * vaults * inversions * rotations * bending, stretching and twisting * gestures * linking skills. * Hold shapes that are strong, fluent and expressive.



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		<p>on feedback I can think of more than one way to create a sequence which follows some 'rules'</p> <p>I can work on my own and with a partner</p>	<p>I can explain how strength and suppleness affect performance</p> <p>I can compare and contrast gym sequences</p> <p>I can work in a controlled way</p> <p>I can include change of speed and direction</p> <p>I can include a range of shapes</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>I can make compiles extended sequences</p> <p>I can combine action, balance and shape</p> <p>I can perform consistently to different audiences</p> <p>I can combine my own work with that of others</p> <p>I can link sequences to specific timings</p>
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p>Swimming</p>	NA	NA	<ul style="list-style-type: none"> * Swim unaided up to 25 metres then 50m then 100m * Use one basic stroke, breathing correctly. * Control leg movements. * Swim at the surface and below the water. 	<ul style="list-style-type: none"> * Swim over 100 metres unaided. * Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming. * Swim fluently with controlled strokes. * Turn efficiently at the end of a length.
<p>To develop practical skills in order to participate, compete and</p>	<p>* Show increasing control over an object when pushing, patting, throwing, catching or kicking.</p>	<p>*Athletic activities are combined with games in Years 1 and 2.</p>	<ul style="list-style-type: none"> * Sprint over a short distance up to 60 metres. * Use a range of throwing techniques 	<ul style="list-style-type: none"> * Run over a longer distance, conserving energy in order to sustain performance. * Combine sprinting with low hurdles



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<p>lead a healthy lifestyle</p> <p>Athletics</p>			<p>(such as under arm, over arm).</p> <ul style="list-style-type: none"> * Throw with accuracy to hit a target or cover a distance. * Jump in a number of ways, using a run up where appropriate. <p>I can run a fast, medium and slow speeds; changing speed and direction</p> <p>I can take part in a relay, remembering when to run and what to do</p> <p>I can run over a long distance</p> <p>I can sprint over a short distance</p> <p>I can throw in different ways</p> <p>I can hit a target</p> <p>I can jump in different ways</p>	<p>over 60 metres.</p> <ul style="list-style-type: none"> * Choose the best place for running over a variety of distances. * Throw accurately and refine performance by analysing technique and body shape. * Show control in take-off and landings when jumping. * Compete with others and aim to improve personal best performances <p>I am controlled when taking off and landing</p> <p>I can throw with accuracy</p> <p>I can combine running and jumping</p> <p>I can demonstrate stamina</p>
<p>To develop practical skills in order to participate, compete and lead a healthy</p>	<p>NA</p>	<p>NA</p>	<ul style="list-style-type: none"> * Arrive properly equipped for outdoor and adventurous activity. * Understand the need to show accomplishment in managing 	<ul style="list-style-type: none"> * Select appropriate equipment for outdoor and adventurous activity. * Identify possible risks and ways to manage them, asking for and



Achieving together

<p>lifestyle</p> <p>Outdoor adventure</p>			<p>risks.</p> <ul style="list-style-type: none"> * Show an ability to both lead and form part of a team. * Support others and seek support if required when the situation dictates. * Show resilience when plans do not work and initiative to try new ways of working. <p>I can follow a map in a familiar context</p> <p>I can use clues to follow a route</p> <p>I can follow a route safely</p> <p>I can follow a map in a more demanding familiar context</p> <p>I can follow a route within a time limit</p>	<p>listening carefully to expert advice.</p> <ul style="list-style-type: none"> * Embrace both leadership and team roles and gain the commitment and respect of a team. * Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. * Remain positive even in the most challenging circumstances, rallying others if need be. * Show resilience when plans do not work and initiative to try new ways of working. * Use a range of devices in order to orientate them. * Quickly assess changing conditions and adapt plans to ensure safety comes first. <p>I can follow a map in an unknown location</p> <p>I can use clues and a compass to navigate a route</p> <p>I can change my route to overcome</p>
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				<p>a problem</p> <p>I can use new information to change my route</p> <p>I can plan a route and a series of clues for someone else</p> <p>I can plan with others, taking account of safety and danger</p>
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Impact

Long term:

- Pupil’s levels of fitness improve. We measure this through Fit for Schools testing
- Pupils understand what it means to be healthy
- School maintains gold Sports mark – reaches the criteria set
- School meets the aims of the annual sports funding plan
- Community engage with sport through participation at events i.e. – skipping workshop/ morning dance

Assessment in:

- Fitness data gathered by Fit for Schools – four times a year
- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Feedback from parents and guests who attend show case events

Role of the co-ordinator:

- Celebrate successes
- Organise and ensure attendance at local, county events – link with the Abingdon Partnership and the Vale sports event



- Ensure that the pupils have a range of opportunities to try new sports often within the community
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting
- Report to governors on the implementation of the sports funding plan