



## Osmotherley CP Primary School PE Curriculum 2020/21

### Intent

At Osmotherley Primary School we believe that PE, physical activity & school sport (PESSPA) is a vital part of school life and ultimately our children's future well-being. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that ensures ALL children will benefit, whether through enhancing existing skills, learning new skills or being introduced to new sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. Children must understand how to take care of themselves both physically and mentally in order to be successful as adults.

Beyond merely a subject, we believe that participating in physical activity and sporting activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional sporting opportunities beyond the lesson within after-school clubs. As a small school, we know the importance of attending cluster inter-school competitions and festivals and we encourage children to attend the local clubs within the school's geographical area.

It is our intent to fully deliver and build upon the aims of the national curriculum for physical education to meet the needs of our pupils. The aims of national curriculum PE 2014 are:

- *develop competence to excel in a broad range of physical activities*
- *are physically active for sustained periods of time*
- *engage in competitive sports and activities*
- *lead healthy, active lives.*

We believe this links directly with our school's vision & values of respect, empathy, resilience and reflection and it is another way in which we can positively engage with our local community and be active citizens within it.

### EYFS (content taken from Early Adopters EYFS Profile Handbook)

## **Physical Development**

### **Gross Motor Skills ELG**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## **Physical Education National Curriculum Purpose of Study 2014**

### **Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### **Key stage 2**

Pupils should continue to apply 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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]
- perform safe self-rescue in different water-based situations

### **Implementation**

We are committed to ensuring that ALL the children will receive high quality PE lessons which are planned, sequenced and mapped out in broad and balanced blocks. Professional sports coaches and specialist staff are used where available to compliment the teaching and to provide subject knowledge development for the teachers as part of our CPD plan. This ensure the provision is of the highest quality.

In order to achieve our intentions of ALL the children receiving high quality PE lessons, the school, through the PE subject leader supports staff to gain confidence and competence in teaching high quality PE. This ensures that the ambitious curriculum which is planned and sequenced is well resourced in terms of staff competence, subject knowledge and pedagogy. The subject leader works with all staff to ensure that they understand the sequence of learning and how the content supports the wider progression of pupils in our school. All staff are also supported to differentiate and adapt their planning to meet the needs of our pupils through CPD, and also looking at how to challenge all learners irrespective of their individual starting points. Staff will have high expectations and use these to ensure pupils make good progress, recording this on our assessment forms to help inform planning and teaching.

Each year group, across all key stages, will receive a minimum of 2 hours of PE each week with additional sporting clubs run after school on Tuesday, Wednesday and Fridays. Sports coaches, together with the PE coordinator, help to coordinate the Playground Leaders and Sports Leaders - pupils who provide additional sporting opportunities on the playgrounds each day. Children will have the opportunities to participate in a wide range of competitions through inter-house competitions within the school, inter-school competition through the school sports partnership and other opportunities.

Swimming is taught in addition to this in KS2 (Years 3, 4, 5 and 6), during the summer term at the pool at Stokesley Leisure Centre, in order to meet and, wherever possible, to exceed the requirements for swimming as set out in national curriculum PE 2014 (namely to achieve the distance of 25m, effect a safe self-rescue and to use recognised strokes). We believe that swimming is an important life skill and a way for children to engage in a broad range of water based physical activities throughout their lives. It is our intent that all pupils leave our school able to swim the minimum standards set out.

We seek to ensure that pupils with SEND make good progress in PE by monitoring them discretely. Through our PSHE curriculum we ensure that all pupils are aware of the key aspects of mental and physical health, and how they are linked as part of the new requirements implemented in 2020.

### How Physical Education will be taught at Osmotherley School?

Physical Education at Osmotherley will be taught by delivering the statutory requirements of the National Curriculum for PE in Key Stage 1 and 2. Reception children will experience PE through the EYFS framework, looking closely at the specific area of Physical Development: Gross motor skills.

In Key Stage 1 and 2, the PE curriculum will be taught over a 2-year rolling programme in KS1 and 4 year rolling programme in KS2 with links made to learning in other subjects where appropriate.

There will be an emphasis on the 4 key aims from the Purpose of Study:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Within both Key Stages, pre-learning tasks will be set at the beginning of each new unit. Recalls of that knowledge will then be carried out at 2 weeks, 6 weeks and 12 weeks to ensure that key knowledge is committed to the long-term memory.

## PE Curriculum Progression and End Points

Early Years Expected by end of Reception year	Key Stage 1 Years 1 and 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4	Upper Key Stage 2 Years 5 and 6 Expected by end of Y6
<b>Healthy Lifestyles</b>			
Children will know that: -exercise and a healthy diet is important because it helps our bodies and minds to stay healthy.	Children will know how to: - describe the effect exercise has on the body -explain why hygiene, healthy eating, sleeping and well-being are important (Science link)	Children will know how to: -describe the effect exercise has on the body -explain the importance of exercise and a healthy lifestyle -understands the need to warm up and cool down.	
<b>Athletics: running, jumping, throwing, catching</b>			
Children will know how to: -run, jump, skip -run, negotiating space and obstacles safely, with consideration for themselves and others	Children will know how to: - change speed and direction whilst running -jump from a standing position with accuracy -performs a variety of throws with control and coordination -use equipment safely	Children will know how to: -begin to run at speeds appropriate for the distance. e.g. sprinting and cross country -perform a running jump with some accuracy -perform a variety of throws using a selection of equipment -use equipment safely and with good control	Children will know how to: -begin to build a variety of running techniques and use with confidence -perform a running jump with more than one component. e.g. hop skip jump (triple jump) -demonstrates accuracy and confidence in throwing and catching activities -use equipment safely and with good control
<b>Gymnastics: balance, agility, coordination, flexibility, strength, technique, control</b>			
Children will know how to: -copy and explores basic movements -demonstrate strength, balance and coordination when playing move energetically- climbing.	Children will know how to: -copy and explores basic movements with some control and coordination -create different body shapes -perform at different levels -perform 2 footed jump -use equipment safely -balance with some control -link 2-3 simple movements together to create a sequence -explores and create different pathways and patterns	Children will know how to: -apply compositional ideas independently and with others to create a sequence. -copy, explore and remember a variety of movements and use these to create their own sequence -begin to notice similarities and differences between sequences -use turns whilst travelling in a variety of ways. -begin to show flexibility in movements	Children will know how to: -select and combine their skills, techniques and ideas. -apply combined skills accurately and appropriately, consistently showing precision, control and fluency. -draw on what they know about strategy, tactics and composition when performing and evaluating -develop strength, technique and flexibility throughout performances

	<ul style="list-style-type: none"> <li>-use equipment in a variety of ways to create a sequence</li> </ul>	<ul style="list-style-type: none"> <li>-begin to develop good technique when travelling, balancing, using equipment, etc</li> <li>-link skills with control, technique, coordination and fluency. -understands composition by performing more complex sequences. -develop strength, technique and flexibility throughout performances</li> <li>-create sequences using various body shapes and equipment.</li> <li>-combine equipment with movement to create sequences.</li> </ul>	<ul style="list-style-type: none"> <li>-link skills with control, technique, coordination and fluency. -understand composition by performing more complex sequences</li> <li>-plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</li> <li>-perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</li> <li>-adapts sequences to include a partner or a small group. Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</li> </ul>
--	--	---	--

### Team Games/ Competitive sports

<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-participate in simple games and follow simple rules</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-travel in a variety of ways including running and jumping</li> <li>-begin to perform a range of throws - receive a ball with basic control</li> <li>-begin to develop hand-eye coordination</li> <li>-send the ball to others confidently in a range of ways.</li> <li>-begin to apply and combine a variety of skills (to a game situation)</li> <li>-develop strong spatial awareness</li> <li>-begin to develop own games with peers.</li> <li>-understand the importance of rules in games</li> <li>-develop simple tactics and use them appropriately</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-understand tactics and composition by starting to vary how they respond</li> <li>-beginning to understand how to compete with each other in a controlled manner</li> <li>-show confidence in using ball skills in various ways, and link these together. e.g. dribbling, bouncing, kicking</li> <li>-use skills with coordination and control</li> <li>-begin to communicate with others during game situations.</li> <li>-develop own rules for new games</li> <li>-make imaginative pathways using the equipment.</li> <li>-begin to select resources independently</li> <li>-take part in competitive games with a strong understanding of tactics and composition.</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-vary skills, actions and ideas and link these in ways that suit the activity of the game</li> <li>-shows confidence in using ball skills in various ways, and link these together effectively. e.g. dribbling, bouncing, kicking</li> <li>-keep possession of balls during games situations.</li> <li>-consistently use skills with coordination, control and fluency</li> <li>-take part in competitive games with a strong understanding of tactics and composition.</li> <li>-create their own games using knowledge and skills.</li> <li>-modifies competitive games</li> <li>-compares and comments on skills to support the creation of new games</li> <li>-make suggestions as to what resources can be used to differentiate a game</li> </ul>
--	---	---	--

	<ul style="list-style-type: none"> <li>-begin to develop an understanding of attacking/ defending</li> <li>-take part in inter/intra school competitions</li> </ul>	<ul style="list-style-type: none"> <li>-create their own games using knowledge and skills.</li> <li>-work well in a group to develop various games.</li> <li>-compare and comment on skills to support the creation of new games</li> <li>-make suggestions as to what resources can be used to differentiate a game.</li> <li>-apply basic skills for attacking and defending.</li> <li>-use running, jumping, throwing and catching in isolation and combination</li> </ul>	<ul style="list-style-type: none"> <li>-apply knowledge of skills for attacking and defending</li> <li>-use running, jumping, throwing and catching in isolation and in combination</li> <li>- take on roles such as umpire/referee)</li> </ul>
--	---	---	---

### Dance

<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>-move energetically - dance</li> <li>-copy basic movements</li> <li>-respond to a range of stimuli</li> <li>-link movements to sounds and music</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-copy and explore basic movements and body patterns with clear control</li> <li>-remember simple movements and dance steps</li> <li>-vary the size of their body shapes</li> <li>-vary levels and speed in sequence</li> <li>-add a change of direction to a sequence</li> <li>-use space well and negotiates space clearly.</li> <li>-respond imaginatively to stimuli</li> <li>-explore different cultures through dance</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-begin to improvise independently to create a simple dance.</li> <li>-confidently improvises with a partner or on their own.</li> <li>-begin to create longer dance sequences in a larger group.</li> <li>-demonstrate precision and some control in response to stimuli.</li> <li>-begin to vary dynamics and develop actions and motifs.</li> <li>-demonstrate rhythm and spatial awareness.</li> <li>-compare dance from different cultures</li> </ul>	<p>Children will know how to:</p> <ul style="list-style-type: none"> <li>-exaggerate dance movements and motifs (using expression when moving)</li> <li>-perform with confidence, using a range of movement patterns.</li> <li>-demonstrates a strong imagination when creating own dance sequences and motifs.</li> <li>-demonstrate strong movements throughout a dance sequence.</li> <li>-combine flexibility, techniques and movements to create a fluent sequence. - move appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs.</li> <li>-begin to show a change of pace and timing in their movements.</li> <li>-move to the beat accurately in dance sequences.</li> <li>-improvise with confidence, still demonstrating fluency across their sequence.</li> <li>-dance with fluency, linking all movements and ensuring they flow. --demonstrate consistent precision when performing dance sequences.</li> </ul>
--	--	--	--

### Swimming

N/A	N/A	All children will attend swimming lessons (6 weeks each year in KS2) They will know how to swim using different strokes	All children will be able to swim 25m competently and perform safe self-rescue
<b>Outdoor/ Adventurous</b>			
Children will know how to: -stay safe while engaged in outdoor activities (e.g. Forest School)	Children will know how to: -listen to instructions from a partner/adult -demonstrate an understanding of how to stay safe.	Children will know how to: -listen to instructions from a partner/adult -use simple maps -begin to think activities through and problem solve. -choose and apply strategies to solve problems with support -discuss and work with others in a group. -demonstrate an understanding of how to stay safe.	Children will know how to: -develop strong listening skills. -use and interpret simple maps. -think activities through and problem solve using general knowledge -choose and apply strategies to solve problems with support. -discuss and work with others in a group -demonstrates an understanding of how to stay safe. -take part in outdoor and adventurous activities in different environments, including a residential in Year 5 or Year 6
<b>Evaluating Performance</b>			
Children will be able to: -say what went well and what could improve their own or a friend's performance	Children will know how to: comment on their own and others performance -give comments on how to improve performance. -Use appropriate vocabulary when giving feedback In Dance: -describe a short dance using appropriate vocabulary. In Gymnastics: -describe their own work using simple gym vocabulary.	Children will know how to: -watch and describe performances accurately. -begin to think about how they can improve their own work. -work with a partner or small group to improve their skills. -make suggestions on how to improve their work, commenting on similarities and differences. In Dance: -modify parts of a sequence as a result of self-evaluation. -use simple dance vocabulary to compare and improve work. In Gymnastics: -begin to use gym vocabulary to describe how to improve and refine performances.	Children will know how to: -watches and describe performances accurately. -learn from others how they can improve their skills. -comment on tactics and techniques to help improve performances. -make suggestions on how to improve their work, commenting on similarities and differences. In Dance: modify parts of a sequence as a result of self and peer evaluation. Use more complex dance vocabulary to compare and improve work. In Gymnastics: -analyse and comment on skills and techniques and how these are applied in their own and others' work



		In Athletics: -describe good athletic performance using correct vocabulary	-use more complex gym vocabulary to describe how to improve and refine performances. In Athletics: -begin to record peers performances, and evaluate these -describe good athletic performance using correct vocabulary.
<b>Vocabulary</b>			
<b>Understand and use:</b> Run jump skip climb dance play rules fair instructions	<b>Understand and use:</b> Stimulus Balance Travel Control Attack defend	<b>Understand and use:</b> Sequence Improvise Refine Javelin accurate	<b>Understand and use:</b> Fluent Strategy Tactics Composition techniques

**IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS**

**IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.**

## Impact

The aim is that our planned PE curriculum will impact greatly on all our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. Wherever possible we align our extended curriculum with the core PE curricular offer to enhance learning and extend opportunities for greater depth. The curriculum will develop positive self-awareness in children as they become physically competent. They will also demonstrate a healthy attitude to all forms of physical activity, to competition, showing respect for individuals, teams, officials and coaches.

All children will be assessed using school assessments which will also allow the subject leader to monitor progress whole school (including specific target groups). Teachers and specialist coaches will be expected to complete all assessments through a combination of formative and summative assessment.

The SDP Priority 2 of ensuring that the mental health and well-being of the children is prioritised is also monitored to ensure that it is having the desired impact through opportunities for the children to be active and outdoors, establishing good lifestyle habits.

