

Scarcliffe Primary School
Subject Specific Curriculum Intent – PE (V4)

What is PE?: PE is supporting children to become competent, confident and active children for life while learning about the importance of health and fitness.

PE supports the development of the following core abilities: perseverance and resilience, communication, independence, team work and creativity.

What is the curriculum INTENT for this area of the curriculum?	Rationale – Why is this what you want <u>our</u> children to know?
<ol style="list-style-type: none"> 1. To be able to use movement skills effectively to have a positive influence in games. 2. To create and perform high quality dances to an audience. 3. To control movements to create high quality gymnastic sequences. 4. To be able to run, jump and throw effectively in athletic activities. 5. To be able to swim and be safe in water. 6. To be physically active for at least 2 hours per week. 	<ol style="list-style-type: none"> 1. The development of these skills promotes a lifelong love of being active, as well as teaching children resilience, problem solving skills and respect. 2. It develops creativity and allows children to be expressive both independently and in groups. 3. This discipline can develop core strength and posture. 4. These are fundamental movement skills that encourage children to challenge themselves and produce personal bests. 5. Excellent for fitness and it is a life skill. 6. We want the children to lead physically and mentally healthy, active lives.

	Class 1	Class 2	Class 3	Class 4
A. To be able to use fundamental movement skills effectively to have a positive influence in games .	See Real PE			
B. To create and perform high quality dances to an audience.	<ol style="list-style-type: none"> 1. I can move to music creatively. 2. I can copy dance moves. 3. I can follow a sequence of 3 moves. Children move to show different feelings created by music. 4. Dance is used to retell a story. 	<ol style="list-style-type: none"> 5. I can copy a dance and then add two or three elements of my own. 6. Movements are performed with increasing quality. 7. I can change rhythm, speed, direction and level to suit the stimulus. 8. My moves and expressions evoke moods. 	<ol style="list-style-type: none"> 9. I can share and create sections individually, with a partner and in small groups (taking the lead at times). 10. I can repeat, remember and perform these phrases in a dance. 11. I can use dance to communicate an idea. 12. I can use space, timing, speed, level, direction and shape fluently in my dance. 	<ol style="list-style-type: none"> 13. I can improvise freely, translating ideas from a stimulus into movement. 14. Pupils can create dances using a range of movement patterns, including those from different times, place and cultures. 15. Through dance, develop flexibility, strength, technique, control and balance. 16. Dances are performed to evoke given feelings in their audience.
C. To control movements to create high quality gymnastic sequences.	<ol style="list-style-type: none"> 1. Develop some static balances. 2. I can understand associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense' and 'floppy' 3. Movements include a variety of levels and pathways. 4. I can explore low apparatus – over, under, through. <p><i>I can follow and repeat a sequence of 3 actions with a clear start and end.</i></p>	<ol style="list-style-type: none"> 5. Improved quality balances include understanding and variety of points and patches. 6. I can understand the associated vocabulary such as: points, patches, tension, extension, starting/finishing position and sequence. 7. Movements include a variety of levels, pathways, directions and speed. Movements include pencil and forward rolls. 8. When using small and medium apparatus, I can jump and land safely. <p><i>I can create a sequence of 3-5 actions with a clear start and end.</i></p>	<ol style="list-style-type: none"> 9. Children explore symmetrical and asymmetrical balances. 10. I can understand the vocabulary: tuck, pike and straddle (and apply these to jumps, shapes and rolls). 11. Movements can be performed in pairs and include smooth transitions between variations in levels, speed, direction, pathways and rotations – including jumps. 12. Children use apparatus to enhance their performances. <p><i>I can create a paired and individual routine that matches a given set of success criteria.</i></p>	<ol style="list-style-type: none"> 13. Children explore counter balances and counter tension in the balances. 14. Understand the vocabulary of cannons and synchronisation. 15. High-quality movements are well timed. 16. Children perform a variety of rolls. 17. Children select apparatus to enhance their performances. <p><i>I can create group performances, which include solo and paired compositions. I can evaluate my work and the work of others.</i></p>

D. To be able to run, jump and throw effectively in athletic activities.	Covered through Real PE.		<ol style="list-style-type: none"> 1. I can run at fast, medium and slow speeds, changing speeds as appropriate. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. 2. I am controlled when taking off and landing in a jump. (Javelin) 	<ol style="list-style-type: none"> 3. I can demonstrate stamina over long distance. I can demonstrate speed over short distance. 4. I can perform a triple jump – hop skip and jump. I can throw with power and accuracy. (Shot put and discus) 	
E. To be able to swim and be safe in water.	n/a	n/a	<ol style="list-style-type: none"> 1. I can swim confidently and proficiently over a distance of at least 25 metres in at least one recognised stroke. 2. I am confident in the water and can enter and exit it safely. 	<ol style="list-style-type: none"> 3. I can swim competently, confidently and proficiently over a distance of at least 25 metres. 4. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. 5. I can perform safe self-rescue in different water-based situations. 	
F. EYFS	Statements from Development Matters		Statements from the Early Learning Goals (EYFS Statutory Framework)		
Personal, Social and Emotional Development	<ol style="list-style-type: none"> 1. Manage their own needs:- personal hygiene 2. Know and talk about the different factors that support overall health and wellbeing:-regular physical activity 		Personal, Social and Emotional Development	Managing Self	<ol style="list-style-type: none"> 16. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. 17. Explain the reasons for rules, know right from wrong and try to behave accordingly. 18. Manage their own basic hygiene and personal needs, including dressing.
Physical Development	<ol style="list-style-type: none"> 3. Revise and refine the fundamental movement skills they have already acquired: <ol style="list-style-type: none"> a. rolling e. running b. crawling f. hopping c. walking g. skipping d. jumping h. climbing 4. Progress towards a more fluent style of moving, with developing control and grace. 5. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. 6. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 7. Combine different movements with ease and fluency. 8. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. 9. Develop overall body strength, balance, coordination and agility. 			Building Relationships	<ol style="list-style-type: none"> 19. Work and play cooperatively and take turns with others.
			Physical Development	Gross Motor Skills	<ol style="list-style-type: none"> 20. Negotiate space and obstacles safely, with consideration for themselves and others. 21. Demonstrate strength, balance and coordination when playing. 22. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	Expressive Arts and Design	<p>10. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>11. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>12. Create collaboratively, sharing ideas, resources and skills.</p> <p>13. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>14. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>15. Explore and engage in music making and dance, performing solo or in groups.</p>	Expressive Arts and Design	Being Imaginative and Expressive	23. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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Implementation

- Children receive a designated 2 hours of organised physical activity per week
- 1 hour per week is a Real PE session. These are built around developing six developmental cogs – personal, social, physical, creative, cognitive and health and fitness. The other session is gym, dance, swimming or athletics.
- Outdoor adventurous activities are delivered through a residential programme as well as through Forest School sessions.
- Real PE provides opportunities to complete personal challenges in sport and strive towards their personal bests
- Children support and develop each other through peer coaching and assessment
- Staff ensure that children can access the PE curriculum and are supported to be physically active regardless of their circumstances
- A basic lesson structure is: introduction, warm-up, skills acquisition, apply skill, evaluate, plenary.
- Teachers consider the needs and abilities of different children in the class and offer suitable challenge.
- Lessons frequently make reference to the importance of health and fitness and the impact that sedentary behaviour can have long term.
- Assessments are made during lessons to adapt teaching.
- Teachers identify and note those children who are working below and those working above the expected standard.