



Tilston Parochial
CE Primary School

Tilston Parochial Primary School

Our School Curriculum

A creative and thematic approach to learning.

Curriculum Intent and Progression Map

Subject: Physical Education





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Curriculum Statement

“Nobody who ever gave his best regretted it.”

George Halas

At Tilston Parochial CE Primary School, we endeavour to provide a high quality physical education curriculum that encourages our pupils to live an active and healthy lifestyle both now and in their future adult lives. Our aim is to ensure as many pupils as possible have the opportunity to engage in sport each week and have the courage to take part in competitive sport whether that be in intra, inter school sports or sports within the community.

Physical education is not only PE lessons, but the many hours of playtimes, extra-curricular clubs, the golden mile, adventurous activities and outdoor exploring, they all contribute greatly to the health, fitness and well-being of our children. It is a great source of fun and enjoyment for all. Friendships are developed, confidence is boosted and positive respectful attitudes are established in order to bring out the best in everyone.



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Physical Education Curriculum Intent

"There may be people who have more talent than you, but there's no excuse for anyone to work harder than you do."

Derek Jeter

In Tilston Parochial CE Primary School, our physical education curriculum aims to develop children's health, fitness and well-being which will instil positive attitudes and confidence to encourage them to be active throughout their life; to contribute to social development and to work cooperatively alongside others and to develop skills, knowledge, enthusiasm and aptitudes in a wide range of games and physical activities.

We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. Within our physical education curriculum and lessons, we hope to provide the children with opportunities to learn about, develop skills in and take part in a broad range of activities such as swimming, gymnastics, dance, athletics, team and individual games and adventurous activities (through residential visits). Central to all of these are the skills, endurance, flexibility, strength and stamina, and highlighting the importance of health when taking part in regular physical activity. We also want to teach the children the skills to keep safe, such as being able to swim.

Our physical education curriculum teaches the importance of respect, by observing rules, respecting opponents, officials and teammates alike, playing fairly, always giving their best, taking on responsibilities within team and individual games. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. We also aim to ensure children become resilient and to persevere when they suffer set-backs.

TRUST

'May the God of hope fill you with all joy and peace as we trust in him.'
Romans 15:13

COURAGE

'Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.'
Joshua 1:9

COMMUNITY

How good and pleasant it is when God's people live together in unity.'
Psalm 133.1

RESPECT

'Do to others as you would have them do to you.' Matthew 7:12

JOY

'A happy heart makes the face cheerful.' Proverbs 15:13

FRIENDSHIP

'There is a friend who sticks closer than a brother.' Proverbs 18:24

Bringing out the Best in Everyone. *'Encourage one another and build each other up.'* Thessalonians 5:1



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Implementation

At Tilston Parochial CE Primary School, our children love to be active. We dedicate two high quality hours of PE a week to every child within every class from Reception up to Year 5 and 6. We follow the National Curriculum and understand the importance of health, fitness and well-being. We focus on skill development and progression, and demonstrate how these skills can be transferable across a range of sports and games.

We use some of our Sports premium funding to pay for Premier sports and other coaches to work with our pupils in their PE lessons once a week for half a term and the class teachers lead the other lesson. Premier Sports also help to prepare our teams for tournaments in lunch time clubs. During the half term that our children do not have a PE session led by Premier Sports they have Outdoor Explorers which focuses on exploring the school's environment and carrying out activities such as orienteering, teambuilding and outdoor physical activities. Our physical education curriculum is designed so that it provides a variety physical activity that is engaging, coherent and progressive, covering competitive games, gymnastics, dance, swimming, athletics and adventurous activities.

Children in lower Key stage 2, spend one half term each academic year swimming for an hour each week. They are taught by a qualified swimming coach and the class teacher and teaching assistant, who are ASA qualified.

Premier Sports also offer 2 after school club sessions offering a breadth of sporting opportunities to both infants and juniors. The sports coaches provide a long term overview of the PE curriculum for all year groups and assess our pupils alongside teachers using a website portal. We take part in inter-school competitions throughout the year, which are organised by the local high school through the school sports partnership along with a biannual dance festival and the annual Deanary sports with schools from a wider geographical area.

The children experience outdoor exploring and adventurous activities in a variety of ways. Activities are planned as an everyday part of the curriculum when appropriate, having links to many other curriculum subjects. Our school grounds and local area are ideal for this. At the end of KS2, children attend a residential where they access a range of adventurous activities and water sports.



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Impact

"True champions aren't always the ones that win, but those with the most guts."

Mia Hamm

At Tilston Parochial CE Primary School, we help motivate children to participate in a variety of sports through quality first teaching that is engaging and fun. From our lessons, playtimes and daily mile, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. We are lucky to have wonderful surroundings at Tilston School and it influences our curriculum and our children's high levels of physical activity.

The children have access to extra-curricular clubs and get a lot of enjoyment out of them, as well as becoming good at their chosen activities. We have a number of children who attend extra-curricular clubs and who then access other clubs outside of schools, some of which the links have been made through school, for example, cricket.

We place a lot of emphasis on the development of positive attitudes through our physical education curriculum which has a great impact. We celebrate all sporting/ physical achievements within celebration assemblies whether these are events representing the school or individually outside of school. Children are proud to share and as a whole school we are really proud of everyone's achievements.

The quality of teaching means that children have a broad range of skills and knowledge that can be practised and transferred across to most sports, we emphasise the importance of speed, agility and coordination from a young age which is built upon year of year, adding to a more skilful application within a range of sports. The impact of adventurous and outdoor exploring activities is that our children become equipped to assess risk, develop independence and new interests, and meet new challenges with confidence.

The overall impact of Physical education at Tilston Parochial CE Primary School is that children enjoy physical activity, are fit, healthy and make good progress. They work well individually and as part of a team being respectful and confident.

Bringing out the Best in Everyone. 'Encourage one another and build each other up.' Thessalonians 5:1

PE: Long Term Planning

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Outdoor exploring Gymnastics	Multi skills Dance	Outdoor exploring Dance	Ball Skills Cricket	Outdoor exploring Athletics	Team game/ tactics and skills Racket ball skills
Year 1/ 2	Outdoor exploring Aerobics	Dance Multi-skills	Outdoor exploring Gymnastics	Ball Skills Cricket	Outdoor exploring Athletics	Team game/ tactics and skills Racket ball skills
Year 3/ 4	Hockey Cricket	Outdoor exploring Gymnastics	Sportshall Athletics Swimming	Netball Outdoor exploring	Football Athletics	Outdoor exploring Rounders
Year 5/ 6	Hockey Cricket	Outdoor exploring Gymnastics	Sportshall Athletics Netball/Basketball	Tennis tactic skills Outdoor exploring	Football Rounders	Outdoor exploring Dance
Competitions	Y1-6 Cross Country Y5/6 Tag Rugby Y3/4 Tag Rugby Y5/6 Hockey	Y1/2 Multi-skills	Y3/4 Sports hall Athletics	Y5/6 Sports hall Athletics Y5/6 Netball Y5/6 Handball	Y1/2 Football Y3/4 Football Y3/4 Hockey	Y5/6 Football Y5/6 Rounders Y5/6 Kwik Cricket Y3/4 Diamond Cricket DEANARY SPORTS

Physical Education							
	EYFS	Robins Year 1/ 2		House Martins Year 3/ 4		Kestrels Year 5/6	
Cycle		A	B	A	B	A	B
Games	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<ul style="list-style-type: none"> • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate. 		<ul style="list-style-type: none"> •Throw and catch with control and accuracy. •Strike a ball and field with control. •Choose appropriate tactics to cause problems for the opposition. •Follow the rules of the game and play fairly. •Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). •Pass to team mates at appropriate times. •Lead others and act as a respectful team member. 		<ul style="list-style-type: none"> •Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). •Work alone, or with team mates in order to gain points or possession. •Strike a bowled or volleyed ball with accuracy. •Use forehand and backhand when playing racket games. •Field, defend and attack tactically by anticipating the direction of play. •Choose the most appropriate tactics for a game. •Uphold the spirit of fair play and respect in all competitive situations. •Lead others when called upon and act as a good role model within a team. 	

	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.			
Dance	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p>	<ul style="list-style-type: none"> •Copy and remember moves and positions. •Move with careful control and coordination. •Link two or more actions to perform a sequence. •Choose movements to communicate a mood, feeling or idea. 	<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. •Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> •Compose creative and imaginative dance sequences. •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).

<p>Gymnastics</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p>	<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). •Travel by rolling forwards, backwards and sideways. •Hold a position whilst balancing on different points of the body. •Climb safely on equipment. •Stretch and curl to develop flexibility. •Jump in a variety of ways and land with increasing control and balance. 	<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. •Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment organise body parts to create an interesting body shape) •Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> •Create complex and well-executed sequences that include a full range of movements including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills •Hold shapes that are strong, fluent and expressive. •Include in a sequence set pieces, choosing the most appropriate linking elements. •Vary speed, direction, level and body rotation during floor performances. •Practise and refine the gymnastic techniques used in performances (listed above). •Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
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	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p>			<ul style="list-style-type: none"> •Use equipment to vault and to swing (remaining upright).
Swimming			<ul style="list-style-type: none"> •Swim between 25 and 50 metres unaided. •Use more than one stroke and coordinate breathing as appropriate for the stroke being used. •Coordinate leg and arm movements. <p>Swim at the surface and below the water.</p>	
Athletics			<p>Athletics</p> <ul style="list-style-type: none"> •Sprint over a short distance up to 60 metres. •Run over a longer distance, conserving energy in order to sustain performance. •Use a range of throwing techniques (such as under arm, over arm). 	<p>Athletics</p> <ul style="list-style-type: none"> •Combine sprinting with low hurdles over 60 metres. •Choose the best place for running over a variety of distances. •Throw accurately and refine performance by analysing technique and body shape.

			<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. •Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> •Show control in take-off and landings when jumping. •Compete with others and keep track of personal best performances, setting targets for improvement.
Outdoor Activities	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.		<ul style="list-style-type: none"> •Arrive properly equipped for outdoor and adventurous activity. •Understand the need to show accomplishment in managing risks. •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. •Use maps, compasses and digital devices to orientate themselves. •Remain aware of changing conditions and change plans if necessary. 	<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 listening carefully to expert advice. •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

				<p>circumstances, rallying others if need be.</p> <ul style="list-style-type: none"> • Use a range of devices in order to orientate themselves. <p>Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Tooth brushing • Screen time 			

	<ul style="list-style-type: none">• Sleep routine• Being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none">• Mealtimes• Lining up• Personal hygiene			
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