



CURRICULUM SUMMARY Physical Education (PE) – Years 3-6 Overview

	Year 3	Year 4	Year 5	Year 6
Physical Education	<p>Games Introduction into the three game types Over the net games Invasion games – hands Invasion games – sticks Striking and fielding games</p> <p>Athletics Introducing running, jumping and throwing skills</p> <p>Gymnastics Stretching and curling Balance Receiving body weight</p> <p>Dance Expressing moods and feelings Exploring levels Contrasting dance actions</p>	<p>Games Over the net games Invasion games – hands Invasion games - feet Invasion games – sticks Striking and fielding games</p> <p>Athletics Developing running, jumping and throwing skills</p> <p>Gymnastics Rolling Flight Functional use of the limbs</p> <p>Dance Creating and performing dances with others Developing contrasts in speed Traditional dances</p>	<p>Games Over the net games (tennis and volleyball) Invasion games – hands (tag rugby) Striking and fielding (kwik cricket) Striking and fielding (rounders)</p> <p>Athletics Refining running, jumping and throwing skills</p> <p>Gymnastics Turning and spinning Symmetry and asymmetry</p> <p>Dance Creating and performing dances with others Contrasts in body shape, level and speed</p> <p>Swimming Teaching chn to swim competently, confidently and proficiently over a distance of at least 25 metres Teaching chn to use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] Chn to be taught how to perform safe self-rescue in different water-based situations</p>	<p>Games Invasion games – hands Invasion games – feet and sticks (mini soccer and hockey) Over the net (tennis) Striking and fielding (mini rounders) Striking and fielding (kwik cricket)</p> <p>Athletics Consolidating running, jumping and throwing skills</p> <p>Gymnastics Synchronisation and canon Holes and barriers Counter-balance and counter-tension</p> <p>Dance Conflict and opposition Developing contrasts in speed and tension Developing characters through movement</p>

Our rationale for sequencing the subject in this way

Our Physical Education provision is designed to inspire pupils to engage in lifelong participation of sport/physical activity and to develop pupils' competence and confidence to excel and compete in a range of sports activities. We want our pupils to understand the long-term health benefits of sport/physical activity and to support pupils in developing their health and fitness by ensuring they are physically active for sustained periods of time.

For the planning of Physical Education, we follow the Local Authority's PE scheme of work; this ensures that there is clear progression and a good breadth of sports being taught. PE has been planned as a 'spiral curriculum', with units revisited regularly (at least once per year group). As a result, pupils return to taught skills and knowledge through subsequent units which consolidate and build upon existing learning. Each lesson encourages healthy participation and safe practice. All Physical Education planning focuses on: building a strong foundation of fundamental movement skills (FMS) e.g. locomotor skills (like running), stability skills (like balancing) and manipulation skills (like catching); ensuring that pupils' movement is context-related e.g. pupils are explicitly taught the knowledge that informs and successfully directs their movement, that is, knowledge of rules, strategies and tactics; includes adaptations for inclusion, so that all pupils can succeed and thrive and presents assessment opportunities - feedback nurtures the belief that pupils can 'know more and do more'. In addition, we provide extra-curricular provision through the use of play leaders at lunchtimes, active play and numerous sports clubs running daily. We are driven by the belief that physical education is imperative for a healthy lifestyle and emotional and physical well-being. The Gold School Games Mark award validates that this is a strength of our school.