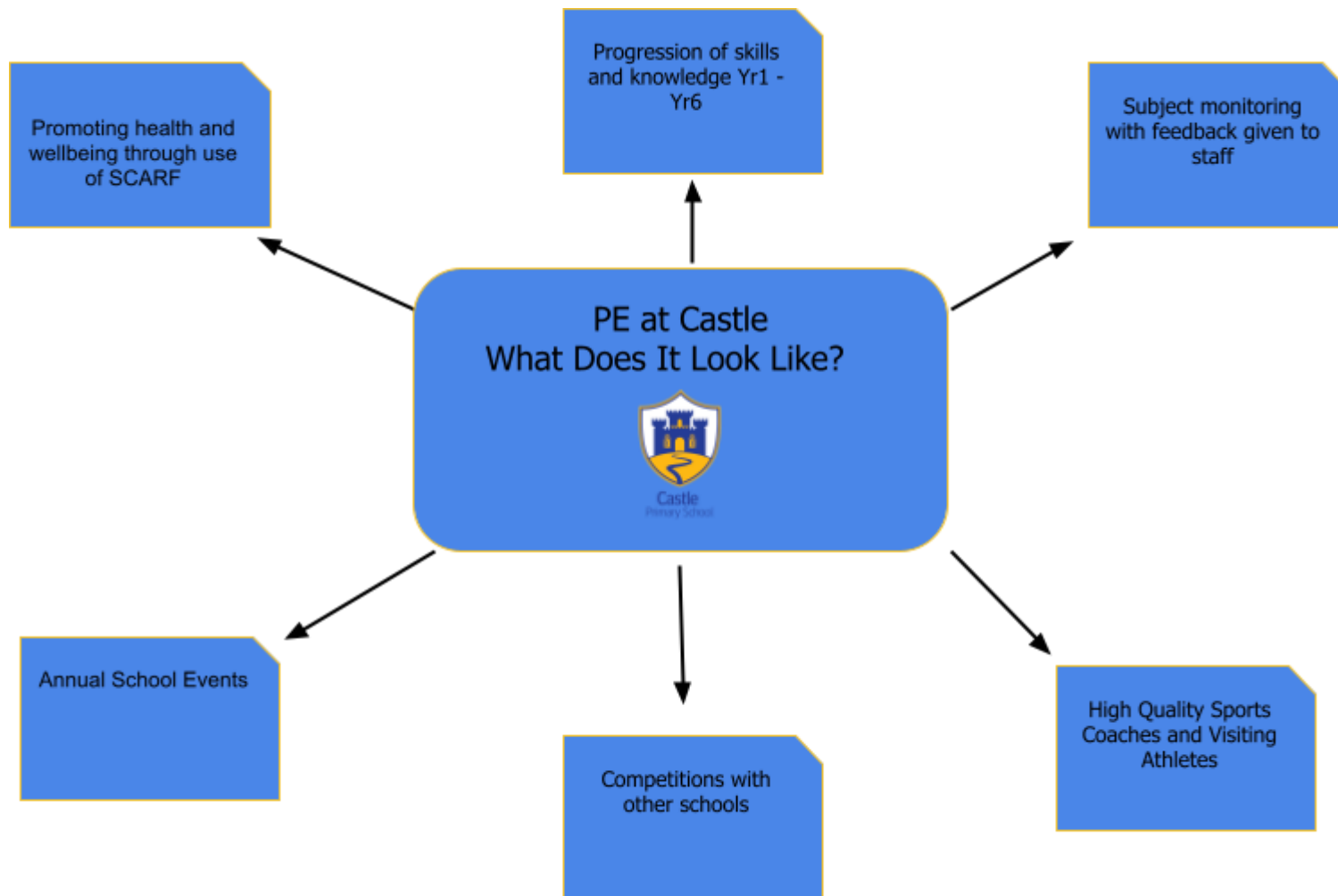


Castle Primary School: PE Curriculum 2021



Purpose of study (from the National Curriculum)	A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.			
Aims	The national curriculum for physical education aims to ensure that all pupils: <ul style="list-style-type: none"> ● 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. 			
In KS1:	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. <u>Pupils should be taught to:</u> <ul style="list-style-type: none"> ● master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 			
In KS2:	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. <u>Pupils should be taught to:</u> <ul style="list-style-type: none"> ● use running, jumping, throwing and catching in isolation and in combination ● play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ● 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. 			
Year Group	What key concepts do we want	What key skills do we want children	What cultural capital do we intend	What Tier 2/3

<p><i>(Year groups are combined in classes. Teachers use professional judgement in each unit as to which elements from the planning from each unit will best develop the skills required.)</i></p>	<p>children to know and remember in this subject?</p>	<p>to learn in order to become artists?</p>	<p>children to learn about and experience in this subject?'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</p>	<p>vocabulary will children learn as part of this learning?</p>
<p>Year 1</p>	<p>Personal</p> <ul style="list-style-type: none"> • I try several times if at first I don't succeed and I ask for help when appropriate. • I can follow instructions, practise safely and work on simple tasks by myself. <p>Social</p> <ul style="list-style-type: none"> • I can help, praise and encourage others in their learning • I can work sensibly with others, take turns and share <p>Cognitive</p> <ul style="list-style-type: none"> • I can begin to order instructions, movements and skills • I can explain why someone is performing well and with help recognise similarities and differences in performance • I can understand and follow simple rules and name some things I am good at <p>Creative</p> <ul style="list-style-type: none"> • I can select and link movements together to fit a theme and begin to compare my movements and skills with those of others • I can explore and describe different movements <p>Physical</p>	<p>Dance</p> <p>Explore space, direction, levels and speeds Perform with different body parts Link actions to make simple movement phrases Perform a simple canon</p> <p>Gymnastics</p> <p>Develop confidence in fundamental movements Begin to turn, twist, rock and roll Link the above movements Learn how to carry and safely move apparatus</p> <p>Multi Skills</p> <p>Throw and catch a variety of objects Work to improve strength, balance, agility and coordination Describe the benefits of exercise and ways people enjoy it Participate in simple, fun competitions. Listen to and follow simple instructions Understand basic direction</p> <p>Striking/Fielding</p> <p>To hit objects with a hand or a bat Track and receiving a rolling ball</p>	<p><u>Inter School Tournaments</u> Central venue league run by SASP <u>Competitive</u> - opportunities to qualify for county finals <u>Friendly</u> - against other local primary schools <u>Can Do</u> - for children that have not represented the school before and do not attend clubs outside of school</p> <p><u>Inter House Tournaments</u> In a variety of sports within school representing houses</p> <p><u>Personal Challenges</u> Individual self challenge for all to set and try to improve a personal best</p> <p><u>Sports Days</u> A comprehensive carousel of activities, individual and team races for every child across the school</p> <p><u>Festivals</u> Organised by SASP, an opportunity for children in all year groups to take part in sporting activities alongside children from other local primary schools</p>	<p>Theme Rhyme Character Canon</p> <p>Roll Travel Balance Sequence</p> <p>Individual Group Catch Balance Practice</p> <p>Batter Bowler Fielder Field Retrieve</p> <p>Distance Furthest Fastest Hop Skip Relay</p>

	<ul style="list-style-type: none"> • I can perform a sequence of movements with some changes in level, direction or speed • I can perform a range of skills with some control and consistency <p>Health & Fitness</p> <ul style="list-style-type: none"> • I can use equipment appropriately and move and land safely • I can say how my body feels before, during and after exercise • I am aware of why exercise is important for good health 	<p>Send and return a variety of balls Basics of game rule, such as end zones and bases Introduction to simple tactics</p> <p>Athletics Begin to link running and jumping Learn and refine a range of running Develop techniques to throw over longer distances Participate as part of a team</p>		
Year 2	<p>Personal</p> <ul style="list-style-type: none"> • I have begun to challenge myself • I know where I am with my learning <p>Social</p> <ul style="list-style-type: none"> • I am happy to show and tell others about my ideas • I show patience and support others Listening carefully to them about our work <p>Cognitive</p> <ul style="list-style-type: none"> • I can explain what I am doing well and I have begun to identify ideas for improvements <p>Creative</p> <ul style="list-style-type: none"> • I can recognise similarities and differences in movement and expression <p>I can make up my own rules and versions of activities</p> <ul style="list-style-type: none"> • I can respond differently to a variety of tasks <p>Physical</p> <ul style="list-style-type: none"> • I can perform and repeat longer 	<p>Football - Send and receive a ball using feet Develop an link a combination of skills Goalkeeping principles</p> <p>Dance Transition and link shapes and balances Perform basic actions with control at different speeds and levels</p> <p>Perform using more sophisticated formations and as an individual</p> <p>Gymnastics Create and perform a simple sequence Consistently perform basic actions with control Develop body management through floor exercises</p> <p>Striking/Fielding Develop hitting skills with a variety of bats Use underarm bowling Catch and throw to teammates Work in teams to field</p> <p>Athletics Throw and handle a variety of objects Negotiate a variety of objects</p>	<p>Inter School Tournaments Central venue league run by SASP <u>Competitive</u> - opportunities to qualify for county finals <u>Friendly</u> - against other local primary schools <u>Can Do</u> - for children that have not represented the school before and do not attend clubs outside of school</p> <p>Inter House Tournaments In a variety of sports within school representing houses</p> <p>Personal Challenges Individual self challenge for all to set and try to improve a personal best</p> <p>Sports Days A comprehensive carousel of activities, individual and team races for every child across the school</p> <p>Festivals Organised by SASP, an opportunity</p>	<p>Control Follow Attack Direction</p> <p>Links Formation Rhythm Beat Direction</p> <p>Balance Sequence Pattern Body tension Travel</p> <p>Bowler Umpire Posts Stumps</p> <p>Control Quick feet Strength</p>

	<p>sequences with clear shapes and controlled movement</p> <ul style="list-style-type: none"> • I can select and apply a range of skills with good control and consistency <p>Health & Fitness</p> <ul style="list-style-type: none"> • I can explain why we need to warm up and cool down • I can describe how and why my body changes during and after exercise 	<p>with control Jumping for distance and height</p> <p>Make connections to healthy, active lifestyles</p>	<p>for children in all year groups to take part in sporting activities alongside children from other local primary schools</p>	<p>Stamina</p>
<p>Year 3</p>	<p>Personal</p> <ul style="list-style-type: none"> • I can persevere with a task and improve my performance through regular practice • I cope well and react positively when things become difficult <p>Social</p> <ul style="list-style-type: none"> • I cooperate well with others and give helpful feedback • I help organise roles and responsibilities and I can guide a small group through a task <p>Cognitive</p> <ul style="list-style-type: none"> • I can identify specific parts of performance to work on • I can understand ways (criteria) to judge performance <p>I can use my awareness of space and others to make good decisions</p> <p>Creative</p> <ul style="list-style-type: none"> • I can link actions and develop sequences of movements that express my own ideas • I can change tactics, rules or 	<p>Gymnastics</p> <p>Use different pathways, directions and shapes</p> <p>Relate strength and flexibility to actions performed</p> <p>Refine taking weight on small and large body parts</p> <p>Begin to use body control</p> <p>Dance</p> <p>Practice different sections of a dance aiming to put together a performance</p> <p>Perform with a prop</p> <p>Build basic creative choreography skills in travelling, dynamics and partnerwork</p> <p>Catch Ball</p> <p>Perform basic netball skills such as passing and catching</p> <p>Learn and use recognised throws</p> <p>Use space efficiently to build attacking play</p> <p>Implement basic rules</p> <p>Football -Show basic control skills</p> <p>Short distance passing</p>	<p>Inter School Tournaments</p> <p>Central venue league run by SASP</p> <p><u>Competitive</u> - opportunities to qualify for county finals</p> <p><u>Friendly</u> - against other local primary schools</p> <p><u>Can Do</u> - for children that have not represented the school before and do not attend clubs outside of school</p> <p>Inter House Tournaments</p> <p>In a variety of sports within school representing houses</p> <p>Personal Challenges</p> <p>Individual self challenge for all to set and try to improve a personal best</p> <p>Sports Days</p> <p>A comprehensive carousel of activities, individual and team races for every child across the school</p> <p>Festivals</p> <p>Organised by SASP, an opportunity</p>	<p>Contrasting</p> <p>Half turn</p> <p>Full turn</p> <p>Tension</p> <p>Engage</p> <p>Core</p> <p>Emotion</p> <p>Improvisation</p> <p>Rehearse</p> <p>Floor pattern</p> <p>Mirroring</p> <p>Space</p> <p>Pass</p> <p>Mark</p>

	<p>tasks to make activities more fun or more challenging</p> <p>Physical</p> <ul style="list-style-type: none"> • I can perform a variety of movements and skills with good body tension • I can link actions together so that they flow <p>Health & Fitness</p> <ul style="list-style-type: none"> • I can describe the basic fitness components • I can explain how often or how long I should exercise to be healthy • I can record and monitor how hard I am working 	<p>Send the ball with some accuracy to maintain possession and build attacking play Implement the basic rules of football</p> <p>Athletics - In collaboration with King's College</p> <p>Demonstrate agility and speed Jump for height and distance Throw with speed and power and apply appropriate force</p> <p>Swimming</p> <p>Swim short distances unaided using one consistent stroke Begin to use basic swimming techniques Explore and use basic breathing patterns Move with more confidence in the water including fully submerging Enter and exit the water independently</p>	<p>for children in all year groups to take part in sporting activities alongside children from other local primary schools</p>	
Year 4	<p>Personal</p> <ul style="list-style-type: none"> • I can persevere with a task and improve my performance through regular practice • I cope well and react positively when things become difficult <p>Social</p> <ul style="list-style-type: none"> • I cooperate well with others and give helpful feedback • I help organise roles and responsibilities and I can guide a small group through a task <p>Cognitive</p> <ul style="list-style-type: none"> • I can identify specific parts of performance to work on • I can understand ways (criteria) to 	<p>Swimming</p> <p>Swim short distances unaided using one consistent stroke Begin to use basic swimming techniques Explore and use basic breathing patterns Move with more confidence in the water including fully submerging Enter and exit the water independently</p> <p>Gymnastics</p> <p>Develop an increased range of body actions and shapes to include in a sequence Use compositional ideas in sequences such as height, speed</p>	<p>Inter School Tournaments</p> <p>Central venue league run by SASP <u>Competitive</u> - opportunities to qualify for county finals <u>Friendly</u> - against other local primary schools <u>Can Do</u> - for children that have not represented the school before and do not attend clubs outside of school</p> <p>Inter House Tournaments</p> <p>In a variety of sports within school representing houses</p> <p>Personal Challenges</p> <p>Individual self challenge for all to set and try to improve a personal best</p>	<p>Submerge Sculling Glide Rotate Float</p> <p>Core Tension Compositional Combination Refine Leap</p> <p>Rehearse Formation Freeze frame Ornamentation</p>

	<p>judge performance</p> <ul style="list-style-type: none"> • I can use my awareness of space and others to make good decisions <p>Creative</p> <ul style="list-style-type: none"> • I can link actions and develop sequences of movements that express my own ideas • I can change tactics, rules or tasks to make activities more fun or more challenging <p>Physical</p> <ul style="list-style-type: none"> • I can perform a variety of movements and skills with good body tension • I can link actions together so that they flow <p>Health & Fitness</p> <ul style="list-style-type: none"> • I can describe the basic fitness components • I can explain how often or how long I should exercise to be healthy • I can record and monitor how hard I am working 	<p>and direction</p> <p>Perform in time with a partner and group</p> <p>Dance</p> <p>Practice and include freeze frames in routines</p> <p>Perform a variety of different dance formations to tell a story</p> <p>Show sensitivity to a dance idea, theme or story</p> <p>Football -Introduce defensive skills</p> <p>Pass for distance</p> <p>Dribble in different directions</p> <p>Athletics -</p> <p>Investigate ways of performing running, jumping and throwing activities</p> <p>Throw a variety of objects demonstrating accuracy</p> <p>Striking/Fielding</p> <p>Chose where to direct a hit from a bowled ball</p> <p>Track and intercept a ball along the ground Anticipate when to run</p> <p>Begin to explore over ram bowling</p> <p>Identify and begin to play different roles in a game</p> <p>Throw and catch with increasing accuracy</p>	<p>Sports Days</p> <p>A comprehensive carousel of activities, individual and team races for every child across the school</p> <p>Festivals</p> <p>Organised by SASP, an opportunity for children in all year groups to take part in sporting activities alongside children from other local primary schools</p>	<p>Control</p> <p>Dribble</p> <p>Tackle</p> <p>Defend</p> <p>Force</p> <p>Pace</p> <p>Vortex</p> <p>Howler</p> <p>Take Off</p> <p>Overarm bowling</p> <p>Intercepting</p> <p>Zones</p> <p>Stumped</p> <p>Bases</p> <p>Innings</p>
Year 5	<p>Personal</p> <ul style="list-style-type: none"> • I see all new challenges as opportunities to learn and develop <p>I can recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>Social</p>	<p>Netball</p> <p>Use specific netball skills in games</p> <p>Begin to play efficiently in different positions on court</p> <p>Develop marking and footwork</p> <p>Apply basic shooting techniques</p> <p>Increase accuracy, power and</p>	<p>Inter School Tournaments</p> <p>Central venue league run by SASP</p> <p><u>Competitive</u> - opportunities to qualify for county finals</p> <p><u>Friendly</u> - against other local primary schools</p> <p><u>Can Do</u> - for children that have not represented the school before and</p>	<p>Pivot</p> <p>Footwork</p> <p>Dodge</p> <p>Umpire</p> <p>Chest pass</p> <p>Shoulder pass</p> <p>Counter</p>

	<ul style="list-style-type: none"> • I can negotiate and collaborate appropriately • I can give and receive sensitive feedback to improve myself and others <p>Cognitive</p> <ul style="list-style-type: none"> • I can develop methods to outwit opponents • I can recognise and suggest patterns of play which will increase chances of success • I have a clear idea of how to develop my own and others' work <p>Creative</p> <ul style="list-style-type: none"> • I can respond imaginatively to different situations • I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others <p>Physical</p> <ul style="list-style-type: none"> • I can use combinations of skills confidently in sport specific contexts • I can perform a range of skills fluently and accurately in practice situations <p>Health & Fitness</p> <ul style="list-style-type: none"> • I can self select and perform appropriate warm up and cool down activities • I can identify possible dangers when planning an activity 	<p>strength of passes</p> <p>Gymnastics Create more complex sequences Develop symmetry Use feedback from others to improve own performance</p> <p>Dance Perform different styles of dance fluently and clearly Adapt dances to include use of space, rhythm and expression</p> <p>Fitness Challenge themselves to match/improve their score Develop strength Increase flexibility/range of motion Understand interval training</p> <p>Swimming Swim over greater distances Bring control and fluency to at least two recognised strokes Implement good breathing technique Attempt personal survival techniques Link lengths together with turns</p> <p>Striking/Fielding Begin to employ specific bowling techniques Work with others to restrict runs/rounders when fielding Learn the difference between close and deep fielding Develop optimal base positioning</p> <p>Athletics Sustain pace over short and long distances Run as part of a relay team Perform a range of jumps and throws</p>	<p>do not attend clubs outside of school</p> <p>Inter House Tournaments In a variety of sports within school representing houses</p> <p>Personal Challenges Individual self challenge for all to set and try to improve a personal best</p> <p>Sports Days A comprehensive carousel of activities, individual and team races for every child across the school</p> <p>Festivals Organised by SASP, an opportunity for children in all year groups to take part in sporting activities alongside children from other local primary schools</p>	<p>balance Symmetry Sequence Round off</p> <p>Choreography Facial expression Rhythm</p> <p>Reps Muscular endurance Cardiovascular fitness Recovery</p> <p>Personal survival Tread water Surface dive Relay change over Breastroke</p> <p>Wickets Short throw Defensive shot Deep fielding Backstop No ball</p> <p>Baton exchange Sustain Triple jump</p>
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<p>Year 6</p>	<p>Personal</p> <ul style="list-style-type: none"> • I can create my own learning plan and revise that plan when necessary • I can accept critical feedback and make changes <p>Social</p> <ul style="list-style-type: none"> • I can involve others and motivate those around me to perform better <p>Cognitive</p> <ul style="list-style-type: none"> • I review, analyse and evaluate my own and others' weaknesses • I can read and react to different situations as they develop <p>Creative</p> <ul style="list-style-type: none"> • I can effectively disguise what I am about to do next • I can use variety and creativity to engage an audience <p>Physical</p> <ul style="list-style-type: none"> • I can effectively transfer skills and movements across a range of activities and sports • I can perform a variety of skills consistently and effectively in challenging or competitive situations <p>Health & Fitness</p> <ul style="list-style-type: none"> • I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event • I can plan and follow my own basic fitness programme 	<p>Hockey</p> <p>Combine and perform more complex skills at great speed Choose and implement a range of strategies and tactics</p> <p>Gymnastics</p> <p>Perform increasingly complex sequences Compose and practice actions that relate to music Experience flight on and off apparatus</p> <p>Dance</p> <p>Perform different style of dance with understanding and appropriate language</p> <p>Fitness</p> <p>Challenge themselves to match/improve their score Develop strength Increase flexibility/range of motion Understand interval training</p> <p>Swimming</p> <p>Swim over greater distances Bring control and fluency to at least two recognised strokes Implement good breathing technique Attempt personal survival techniques Link lengths together with turns</p> <p>Striking/Fielding</p> <p>Applying tactics for attacking and defending Bowling at speed Fielding long balls Applying rules in a game Attempting recognised shots Effective fielding</p> <p>Athletics</p> <p>Sustain pace over short and long</p>	<p>Inter School Tournaments</p> <p>Central venue league run by SASP <u>Competitive</u> - opportunities to qualify for county finals Friendly - against other local primary schools <u>Can Do</u> - for children that have not represented the school before and do not attend clubs outside of school</p> <p>Inter House Tournaments</p> <p>In a variety of sports within school representing houses</p> <p>Personal Challenges</p> <p>Individual self challenge for all to set and try to improve a personal best</p> <p>Sports Leaders</p> <p>Training delivered by SASP and in school to assist with running clubs, events and competitions.</p> <p>Sports Days</p> <p>A comprehensive carousel of activities, individual and team races for every child across the school</p> <p>Festivals</p> <p>Organised by SASP, an opportunity for children in all year groups to take part in sporting activities alongside children from other local primary schools</p>	<p>Strategies Tactics Set plays Long corner</p> <p>Sequence Mirror Flight Dismount</p> <p>Expression Composition</p> <p>Reps Muscular endurance Cardiovascular fitness Recovery</p> <p>Personal survival Tread water Surface dive Relay change over Breastroke</p> <p>Fast bowling Long balls Tracking Short delivery Innings Trajectory Take off board</p>
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