

# St Vincent De Paul R.C. Primary School, Knutsford

## Mission Statement:

*Believe, Trust and Be Ready*

*“That they may have life, and to the full” John 10:10*



## PE Curriculum



## PE Curriculum Design

*This document should be read alongside the PE policy.*

### **Rationale**

- At St Vincent's, we want to give all our pupils the opportunities to increase their confidence and competence and to have fun. We want them to develop and extend fundamental movement skills to improve their creativity, fitness, agility, balance and coordination. PE can give the opportunities for children to take themselves out of their comfort zones and face a range of increasingly challenging situations whereby they can develop their problem solving skills.

### **Intent**

- We aim to give the children the tools and understanding required to make a positive impact on their own physical health and well-being and to choose life- long positive choices
- We aim to provide a variety of opportunities via outside agencies to broaden our curriculum so that children can partake in, and are exposed to, different types of physical activity. By providing such experiences, children will also meet many different individuals, e.g Olympians, who are inspirational role models.

We want children to:

- develop and explore physical skills with increasing control and co-ordination, working and playing with others in a range of group situations
- enjoy physical activity through creativity and imagination
- develop the way skills are performed and apply rules and conventions for different activities
- increase their ability to use what they have learnt to challenge and improve the quality and control of their performance, evaluating their own and others' performance with a positive attitude
- enjoy communicating, collaborating and competing with each other and strive to achieve their personal best
- be able to evaluate and celebrate their own successes, those of others, and to accept defeat graciously and to recognise and respect the importance of the roles of officials
- value the contribution physical education and exercise can make towards their health, well- being and lifestyle and recognise how their bodies feel during exercise
- promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety
- participate in individual and team sports, developing tactics and being aware of the elements of attack and defence

### **Implementation**

PE is a foundation subject in the National Curriculum. As required, we teach dance, games, athletics and gymnastics at both Key Stage 1 and 2. In addition, orienteering activities and swimming are taught in KS2. Years 3, 4, 5 and 6 also attend an outdoor activity residential centre annually.

At St. Vincent's, we use 'Get Set4PE' scheme of work to deliver our PE curriculum and to meet the requirements of the National Curriculum. The curriculum planning in PE is carried out in three phases

(long-term, medium-term and short-term). We aim for each child to partake in a minimum of 2 hours of physical activity a week.

PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

### **The Early Years Foundation Stage**

Physical development is a prime area in the EYFS and an integral part of their work. As the reception class is part of the Early Years Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children from birth to five years of age. We focus on gross and fine motor skills and encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills

### **Teaching and learning style**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty, where not all children complete all tasks
- grouping children by ability and setting different tasks for each group, providing a range of challenge through the provision of different resources

### **Extra - Curricular Learning**

The school provides a wide range of PE-related activities for OSHL (Out of School Hours Learning). These encourage children to further develop their skills in a range of activity areas for both competitive and non-competitive aspects of PE. The school also provides links with the local community. All children- regardless of ability- are invited at some point to represent St. Vincent's. Outside sports coaches are heavily involved in these opportunities.

Children also have access to Forest Schools' activities, led by a part time member of staff and there is also a Gardening Club.

## **Impact**

As a result of our PE teaching at St. Vincent's you will see:

- Happy, confident and engaged children who are challenged appropriately.
- Children who can talk about their learning and knowledge in this subject.
- Lessons that use a variety of resources to support learning.

## Long Term Plans

2022-23	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Reception</b> Coach Dave	Introduction to PE Unit 1	Introduction to PE Unit 2	Dance Unit 1	Fundamentals Unit 1	Games Unit 1	Games Unit 2
	Balance Bikes	Ball Skills Unit 1	Ball Skills Unit 2	Gymnastics Unit 1	Gymnastics Unit 2	Athletics/ Sports' Day Prep
<b>Year 1</b> Class Teacher	Fundamentals Pedal Bikes	Team Building (outside?)	Dance	Gymnastics	Fitness	Target Games
Coach Dave	Ball Skills	Invasion	Sending & Receiving	Striking & Fielding	Athletics	Net and Wall
<b>Year 2</b> Class Teacher	Fundamentals	Ball Skills (outside?)	Gymnastics	Cricket (External Coach)	Dance	Yoga
Coach	Net and Wall	Invasion	Sending & Receiving	Fitness	Target Games	Athletics

2022/23	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Year 3 Class Teacher</b>	Swimming	Fitness	Swimming	Cricket (External Coach)	Dance	Gymnastics
<b>Coach Dave</b>	Football	Netball/Basketball	Tag Rugby	Tennis	Athletics	Rounders
<b>Year 4 Class Teacher</b>	Swimming	Gymnastics	Swimming	Cricket (External Coach)	Tennis (External Coach)	Dance
<b>Coach Dave</b>	Football	Netball/Basketball	Tag Rugby	Tennis	Athletics	Rounders
<b>Year 5 Class Teacher</b>	Gymnastics	Swimming	OAA	Swimming	Dance	Yoga
<b>Coach Dave</b>	Football	Netball/Basketball	Tag Rugby	Cricket (External Coach)	Athletics/Tennis	Rounders
<b>Year 6 Class Teacher</b>	Fitness	Swimming	Dance	Swimming	Gymnastics	OAA
<b>Coach Dave</b>	Football	Netball/Basketball	Tag Rugby	Cricket (External Coach)	Athletics/Tennis	Rounders

## Progression

See Get Set4 PE progression documents for individual subjects.

### Specific Learning Intentions for end of Year groups in PE- Years 2, 4 and 6

Y2 Gymnastics	Y2 Dance	Y2 Games
<ul style="list-style-type: none"> <li>Plan and perform a sequence of movements.</li> <li>Improve a sequence based on feedback.</li> <li>Work alone and with a partner.</li> <li>Self-assess and peer-assess.</li> <li>Carry apparatus safely.</li> </ul>	<ul style="list-style-type: none"> <li>Change rhythm, speed, level and direction.</li> <li>Dance with control and coordination.</li> <li>Make a sequence by linking sections together.</li> <li>Use Dance to show a mood or feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game.</li> <li>Decide the best space to be in during a game.</li> <li>Use one tactic in a game.</li> <li>Follow rules.</li> </ul>

<b>Y4    Gymnastics</b>	<b>Y4    Dance</b>	<b>Y4    Games</b>
<ul style="list-style-type: none"> <li>• Work in a controlled way.</li> <li>• Include change of speed and direction.</li> <li>• Include a range of shapes.</li> <li>• Work with a partner to create, repeat and improve a sequence with at least three different elements.</li> <li>• Carry apparatus safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Take the lead when working with a partner or a group.</li> <li>• Use Dance to communicate an idea.</li> <li>• Perform different styles of dancing.</li> </ul>	<ul style="list-style-type: none"> <li>• Catch with one hand.</li> <li>• Throw and catch accurately.</li> <li>• Hit a ball with control.</li> <li>• Keep possession of a ball.</li> <li>• Vary tactics and adapt skills.</li> <li>• Participate in a competitive setting.</li> </ul>
<b>Y4    Athletics</b>	<b>Y4 Outdoor and Adventurous Activities</b>	<b>Y4 Swimming</b>
<ul style="list-style-type: none"> <li>• Run over a long distance.</li> <li>• Sprint over a short distance.</li> <li>• Throw in different ways.</li> <li>• Hit a target.</li> <li>• Jump in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a map in a familiar context.</li> <li>• Follow a route within a time limit.</li> </ul>	<ul style="list-style-type: none"> <li>• Swim at least one stroke competently over 25m.</li> <li>• Understand and adhere to water safety rules.</li> <li>• Propel self/float to safety over 10m.</li> </ul>

<b>Y6 Gymnastics</b>	<b>Y6 Dance</b>	<b>Y6 Games</b>
<ul style="list-style-type: none"> <li>• Make complex, extended sequences.</li> <li>• Combine action, balance and shape.</li> <li>• Perform a mirrored sequence including a jump, roll and balance.</li> <li>• Perform with musical accompaniment and apparatus.</li> <li>• Develop counter-balance actions.</li> <li>• Support own and others' body weight.</li> <li>• Maintain good posture at all times.</li> <li>• Carry apparatus and set up, safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and perform own dances.</li> <li>• Use pattern and direction within groups.</li> <li>• Use more complex rhythms and abstract stimuli.</li> <li>• Remember longer dances and perform effectively.</li> <li>• Choose own musical accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and play to agreed rules.</li> <li>• Umpire/officiate in some way.</li> <li>• Make a team and communicate a plan.</li> <li>• Lead others in a game situation</li> <li>• Represent the school in some sporting activity.</li> <li>• Use different techniques to propel a ball.</li> <li>• Use tactics for defending and attacking.</li> </ul>
<b>Y6 Athletics</b>	<b>Y6 Outdoor and Adventurous Activities</b>	<b>Y6 Swimming</b>
<ul style="list-style-type: none"> <li>• Demonstrate control when taking off and landing.</li> <li>• Combine running and jumping.</li> <li>• Throw with accuracy.</li> <li>• Demonstrate stamina.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a route and a series of clues for someone else, taking account of danger and safety.</li> <li>• Follow a map in an unknown location.</li> <li>• Change a route to overcome a problem.</li> <li>• Use clues and a compass.</li> </ul>	<ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over 25m.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>