

	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
	INDOOR	OUTDOOR	INDOOR	OUTDOOR	INDOOR	OUTDOOR	INDOOR	OUTDOOR
AUTUMN 1	SWIMMING	FITNESS	DANCE	FITNESS	SWIMMING	FITNESS	GYMNASTICS	FITNESS
AUTUMN 2		FOOTBALL	TEAM GAMES	HOCKEY		FOOTBALL	DANCE	HOCKEY
SPRING 1	DANCE	BASKETBALL	SWIMMING	NETBALL	TEAM GAMES	BASKETBALL	SWIMMING	NETBALL
SPRING 2	TEAM GAMES	RUGBY		CRICKET	DANCE	RUGBY		CRICKET
SUMMER 1	GYMNASTICS	TENNIS	GYMNASTICS	ROUNDERS	GYMNASTICS	TENNIS	TEAM GAMES	ROUNDERS
SUMMER 2	LEADERSHIP	ATHLETICS	LEADERSHIP	ATHLETICS	LEADERSHIP	ATHLETICS	LEADERSHIP	ATHLETICS

Multi-Skills And Team Games

This activity is based around building up the basic skills to complete the range of sports covered during the school PE curriculum and along with covering the values of PE. These values include, determination, honesty, respect, self-belief, passion and teamwork. These activities/games are anything which incorporates these values as well as building on core basic skills like balancing, coordination, spacial awareness, understanding rules, accuracy, running, jumping, kicking, throwing, etc. The activity/sport is very flexible and it is up to the teachers discretion on what things they do in these sessions, but ultimately meeting the objectives outlined. Curling, archery, boccia, table tennis, dodgeball, handball

Choice Activity

This activity lends itself to the pupils selecting a sport or variety of activities which they would like to pursue an interest in. An assortment of sporting activities will be offered but ultimately the class decides what they would like to cover in these sessions. Due to the time of year this slot is pupils can decide indoors or outdoors. Sporting activities offered include; badminton, boccia, indoor curling, archery, boxercise, dodgeball, parkour, bowls, handball, table tennis, volleyball.

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:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 2

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.

Pupils should be taught to:

- 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.

Links to British Values

Democracy:

Within most lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics, current issues and tactics. Students are encouraged to learn about democracy and allow everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.

Rule of Law:

A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as penalties and red cards, allow students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.

Individual Liberty:

Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mindset that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Some students have the opportunity to take leadership roles within school, for example Sports Crew, Playground leaders, etc. where they learn about the rules of sports and leadership, and how to ensure they are upheld. Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs and ideas or activities in groups.

Tolerance and Mutual Respect:

Students in PE use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games.