



## Clipston Endowed VC Primary School – The Big Picture – P.E.

<b>Our Over-arching Curriculum Intent</b>	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum		
<b>Aims of our Curriculum</b>	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
<b>Core School Value</b>	<b>“Be Kind ~ Be Your Best ~ Be Happy”</b>		
<b>The Intrinsic Core: Our P.E. Intent</b>	To be able to take part in high-quality physical education lessons which inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.	Provide opportunities for pupils to become physically active for sustained periods of time, and develop confidence in a way which supports their health and fitness, so that they can continue to lead healthy, active lives.	Provide opportunities for pupils to compete in sport and other activities, to build resilience and determination, and help to embed values such as fairness and respect.
<b>We will develop the knowledge and skills that children need to succeed</b>	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.	Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.	

### How we organise learning in P.E. - through the development of Big Ideas


<b>Explore and Investigate Five Whole School Big Ideas</b>	<b>Sportsmanship, Skills &amp; Co-ordination, Competition, Evaluate &amp; Improve, Perform</b>			
<b>Sportsmanship (Social &amp; Physical-)</b> Develop determination, honesty, fairness, respect, passion, teamwork and self-belief when taking part in sporting events.	<b>Skills &amp; Co-ordination (Cognitive)</b> Master a range of basic movements including running, jumping, throwing and catching, as well as developing balance, flexibility, strength, technique, control and agility, and begin to apply these in a range of activities.  Learn to swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively.	<b>Competition</b> Participate in team games and competitive physical activities, including outdoor and adventurous activity challenges (both against self and against others) in a range of increasingly challenging situations. Experience a range of competitive games e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis	<b>Evaluate &amp; Improve (Personal)</b> Learn to consider how well they are doing in comparison to previous attempts and to strive to achieve their personal best. Develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate and recognise their own success	<b>Perform (Creative)</b> Perform dances using simple movement patterns and display increasing confidence, on their own and with others.  Perform safe self-rescue in different water-based situations.

### The Big Ideas are developed through the understanding of Key Themes or Schema:

<b>Develop understanding over time of Six Key Themes or Schema</b>	<b>Dance, Games, Gymnastics, Athletics, Swimming and Performance, Health &amp; Fitness</b>
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### Implementation: How do we deliver our Curriculum? (Year A – 2021-22 Year B – 2022/23)

<b>Early Years</b>	Children’s development in P.E. will be supported through using the <a href="#">Real PE Framework</a> . The Real PE “cogs” - <a href="#">Cognitive</a> , <a href="#">Creative</a> , <a href="#">Health &amp; Fitness</a> , <a href="#">Personal</a> , <a href="#">Social and Physical</a> – link directly to our Whole School Big Ideas. A full outline of the EYFS specifically linked to P.E. can be found in our P.E. Overview and End Points document.	
<b>Progression</b>	Progression in Learning from Reception to Year 6 is outlined in our <a href="#">P.E. Overview and End Points document</a> .	
<b>The Schools’ Sports Partnership</b>	Through our membership of the SSP, all pupils have the opportunity to access sporting activities in addition to our School Curriculum. Children play competitive sports against teams from other schools in tournaments and festivals. They also have lots of opportunities to try out sports that they may not have come across before, such as rowing or fencing. We also develop skills in our pupils which enable them to undertake roles as ambassadors to the school as Sports Crew Members and Change4Life Leaders.	
<b>Big Ideas - Planned Progression of Big Ideas for Key Stage One</b>	<b>Sportsmanship</b> 	<ul style="list-style-type: none"> <li>• Begin to develop perseverance, even when things aren’t going well</li> <li>• Understand that cheating is wrong</li> <li>• Listen, carry out instructions, encourage others</li> <li>• Enjoy taking part and doing your best</li> <li>• Take turns and share</li> <li>• Have a go, try new things</li> </ul>
	<b>Skills &amp; Co-ordination</b>	<ul style="list-style-type: none"> <li>• Run, jump, balance, throw and catch with increasing agility, both on their own and with a partner</li> </ul>
	<b>Competition</b>	<ul style="list-style-type: none"> <li>• Participate in Team Games, develop simple tactics for attacking and defending, compete individually against others</li> </ul>
	<b>Evaluate &amp; Improve</b>	<ul style="list-style-type: none"> <li>• Watch others and begin to recognise how to improve and when they have improved</li> </ul>
	<b>Performance, Fitness &amp; Health</b>	<ul style="list-style-type: none"> <li>• Perform e.g. dance routines and gymnastics sequences</li> <li>• Recognise and articulate the effect of exercise on their body, understand basic aspects of Keeping Healthy.</li> </ul>
	<b>Year A</b>	<b>Year B</b>

<p>Key Stage One Disciplinary Knowledge - In the context of...</p>	<p><b>Invasion Games –</b> <b>Gateway, Find a Goal, Fives, Find that space, Hoop Ball</b></p> <ul style="list-style-type: none"> <li>Catching, marking, passing, running with speed, finding space, dodging.</li> <li>Put skills into game situation.</li> <li>Understand the importance of communication when working as a team</li> </ul> <p><b>Dance –</b> <b>Sports Jam, Mini Beasts &amp; Traditional Maypole dancing</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music</li> <li>Gain an understanding of rhythm, coordination and direction</li> <li>Discuss dance links with fitness, science and history</li> </ul> <p><b>Gymnastics – Floor and apparatus</b></p> <ul style="list-style-type: none"> <li>Practice and improve body shapes</li> <li>Learn/improve various rolls and jumps</li> <li>Link shapes, rolls, jumps and turns to create a sequence</li> <li>Use FUNS cards No's 1-7</li> </ul> <p><b>Striking &amp; Fielding Games –</b> <b>Chain Gangs, Catch them out</b></p> <ul style="list-style-type: none"> <li>Hitting, kicking, batting, catching, throwing over and under arm</li> <li>Learn to choose appropriate ball skills for each game.</li> <li>Team work</li> <li>Use FUNS cards 8&amp;9</li> </ul> <p><b>Net Games –</b> <b>Feed me, Tennis</b></p> <ul style="list-style-type: none"> <li>Striking, catching, throwing</li> <li>Learn ball skills to put into game situation</li> <li>Working in teams, partners and solo</li> <li>Use FUNS cards No's 8-12</li> </ul> <p><b>Athletics, Fitness &amp; OAA –</b></p> <ul style="list-style-type: none"> <li>Introduce correct running technique</li> <li>Learn to throw various objects in appropriate ways for: distance, height and accuracy</li> <li>Learn to jump in various ways for distance and height</li> <li>Understand the importance of fitness and the impact it has on our body, minds and well being</li> <li>Gain skills to self-evaluate, self-discipline, persevere and improve</li> <li>Gain good teamwork and communication with other peers</li> </ul>		<p><b>Invasion Games –</b> <b>Treasure chest, 1-2-3-4, 4v1, Zone passing, The wing game</b></p> <ul style="list-style-type: none"> <li>Catching, marking, passing, running with speed, finding space, dodging.</li> <li>Put skills into game situation.</li> <li>Understand the importance of communication when working as a team</li> </ul> <p><b>Dance –</b> <b>Combat, Animals &amp; Traditional Maypole dancing</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music</li> <li>Gain an understanding of rhythm, coordination and direction</li> <li>Discuss dance links with fitness, science and history</li> </ul> <p><b>Gymnastics – Floor and apparatus</b></p> <ul style="list-style-type: none"> <li>Practice and improve body shapes</li> <li>Learn/improve various rolls and jumps</li> <li>Link shapes, rolls, jumps and turns to create a sequence</li> <li>Use FUNS cards No's 1-7</li> </ul> <p><b>Striking &amp; Fielding Games –</b> <b>Catch, There and back</b></p> <ul style="list-style-type: none"> <li>Hitting, kicking, batting, catching, throwing over and under arm</li> <li>Learn to choose appropriate ball skills for each game.</li> <li>Team work</li> <li>Use FUNS cards 8&amp;9</li> </ul> <p><b>Net Games –</b> <b>Barrier Ball, Tennis</b></p> <ul style="list-style-type: none"> <li>Striking, catching, throwing</li> <li>Learn ball skills to put into game situation</li> <li>Working in teams, partners and solo</li> <li>Use FUNS cards No's 8-12</li> </ul> <p><b>Athletics, Fitness &amp; OAA –</b></p> <ul style="list-style-type: none"> <li>Introduce correct running technique</li> <li>Learn to throw various objects in appropriate ways for: distance, height and accuracy</li> <li>Learn to jump in various ways for distance and height</li> <li>Understand the importance of fitness and the impact it has on our body, minds and well being</li> <li>Gain skills to self-evaluate, self-discipline, persevere and improve</li> <li>Gain good teamwork and communication with other peers</li> </ul>	
<p>Big Ideas - Planned Progression of Big Ideas for Key Stage Two</p>	<p><b>Sportsmanship</b></p> 		<ul style="list-style-type: none"> <li>Develop grit, resilience and determination in order to deal with challenges</li> <li>Follow the rules and play fair</li> <li>Avoid arguing with the referee's decision, learn to lose gracefully and win with humility</li> <li>Begin to develop "favourite" sports and activities and even be involved in these outside of P.E. Lessons</li> <li>Give and take, turn up to training regularly, play to their strengths and draw in other players to fill the gaps</li> <li>Understand that if you practise a new skill you can improve your personal best</li> <li>Respect, support and work with your team to pursue a successful outcome regardless of winning or losing</li> <li>Have self-discipline, be resilient and persistent to achieve your set goals. Embrace your achievements and share your successes</li> </ul>	
	<p><b>Skills &amp; Co-ordination</b></p>		<p>Read and react to different game situations as they develop and be able to effectively transfer movements across a range of activities and sport.</p>	
	<p><b>Competition</b></p>		<p>Perform a variety of skills consistently and effectively in challenging or competitive situations. Involve others and motivate those around me to perform better</p>	
	<p><b>Evaluate &amp; Improve</b></p>		<p>Review, analyse and evaluate my own and others' strengths and weaknesses. Comment constructively and descriptively on my own and others work identifying good practice and elements that can be improved. Understand ways to judge performance and identify specific parts to continue to work upon. Accept critical feedback and make changes</p>	
	<p><b>Performance, Fitness &amp; Health</b></p>		<p>Explore, refine and select a range of different ways to link actions fluently. Be able to self-select and perform appropriate warm up and cool down activities. Describe the basic fitness components and explain how often and how long I should exercise to be healthy</p>	
<p>Lower Key Stage Two Disciplinary Knowledge - In the context of...</p>	<p style="text-align: center;"><b>Year A</b></p> <p><b>Invasion games -</b> <b>Tag Rugby, Football and Netball</b></p> <ul style="list-style-type: none"> <li>Catching, marking, passing, running at speed, finding space, dodging.</li> <li>Learn basic rules and apply to the above invasion games</li> <li>Put skills into game situation.</li> <li>Understand the importance of communication when working as a team</li> <li>Compare differences and similarities of the above games</li> <li>Focus on teamwork, maintaining possession, scoring and defending</li> </ul> <p><b>Gymnastics – Floor work</b></p> <ul style="list-style-type: none"> <li>Practice and improve balance with various parts of the body- solo and with a partner</li> <li>Create letter shapes with body – solo and with partner</li> <li>Revisit and improve a variety of rolls, jumps and body shapes.</li> <li>Create a sequence introducing pathways, mirroring and variable heights, solo and with a partner</li> <li>Use FUNS cards No's 1-7</li> </ul> <p><b>Dance – linked to topic</b> <b>Romans – Gladiators, Statues &amp; Temples, Gods &amp; Goddesses</b></p> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music using rhythm, coordination and direction</li> <li>Discuss dance links with Class topic</li> </ul>		<p style="text-align: center;"><b>Year B</b></p> <p><b>Invasion games -</b> <b>Lacrosse, Quicksticks Hockey and Netball</b></p> <ul style="list-style-type: none"> <li>Catching, marking, passing, running at speed, finding space, dodging.</li> <li>Learn basic rules and apply to the above invasion games</li> <li>Learn positions and responsibilities with in that role</li> <li>Put skills into game situation.</li> <li>Understand the importance of communication when working as a team</li> <li>Compare differences and similarities of the above games</li> <li>Focus on teamwork, maintaining possession, defending, attacking and scoring.</li> </ul> <p><b>Gymnastics – Apparatus</b></p> <ul style="list-style-type: none"> <li>Practice and improve balance with various parts of the body- solo, with a partner and in small groups, with and without apparatus</li> <li>Create letter shapes and balances solo and with partner</li> <li>Revisit and improve a variety of rolls, jumps and body shapes.</li> <li>Create a sequence introducing pathways, mirroring and variable heights, solo, with a partner and in groups on apparatus</li> <li>Use FUNS cards No's 1-7</li> </ul> <p><b>Dance – linked to topic</b> <b>Vikings – at sea, at war &amp; at home</b></p>	

- Perform in small groups
- Evaluate and improve self and others
- Acknowledge and respond to positive criticism

#### Striking & Fielding Games –

##### Zone ball, Pass,Pass,Pass , Chance to shine Cricket

- Bounce a ball with speed, static and travelling
- Field and catch a low and high ball.
- Strike a ball in various directions
- Choose and adapt fielding tactic.
- Apply learnt skills to basic game of cricket

#### Net/Wall Games - Creating a Game - Inclusive games

##### Rebound ready - Double up - Boccia

- Various methods of feeding ball
- Focus on direction
- Anticipate where the ball will land
- Learn how to create a basic net game – using simple rules
- Adapt game to make it inclusive – discuss disabilities and ways we can make our games inclusive for all.
- Introduce the basic rules of ‘Boccia’ and understand why it is classed as an inclusive game

#### Athletics, Fitness & OAA –

- Improve correct running technique
- Improve throwing various objects in appropriate ways for: distance, height and accuracy
- Learn to jump in various ways for distance and height
- Understand the importance of fitness and the impact it has on our body, minds and well being
- Gain skills to self-evaluate, self-discipline, persevere and improve
- Focus on improving teamwork and communication with other peers

- Perform simple movement patterns to music using rhythm, coordination and direction
- Discuss dance links with Class topic
- Perform in small groups
- Evaluate and improve self and others
- Acknowledge and respond to positive criticism

#### Striking & Fielding Games –

##### Bouncy ball, Tri-Golf

- Bounce a ball with speed, static and travelling
- Field and catch a low and high ball.
- Strike a ball in various directions
- Choose and adapt fielding tactic.
- Correct way to hold a golf club
- Putt and chip a plastic golf ball with accuracy and control

#### Net/Wall Games - Inclusive games

##### Getting a Grip - Volleyball – Inclusive Volleyball

- Correct grip on a bat/racket
- Anticipate where the ball will land
- Play basic net game – using simple rules
- Learn correct hand positions for volleyball
- Learn basic volleyball rules.
- Put skills into volleyball match situation
- Adapt game to make it inclusive – discuss disabilities and ways we can make our games inclusive for all.
- Play seated volleyball in small groups

#### Athletics, Fitness & OAA –

- Improve correct running technique
- Improve throwing various objects in appropriate ways for: distance, height and accuracy
- Learn to jump in various ways for distance and height
- Understand the importance of fitness and the impact it has on our body, minds and well being
- Gain skills to self-evaluate, self-discipline, persevere and improve
- Focus on improving teamwork and communication with other peers

Upper Key Stage Two  
Disciplinary  
Knowledge -  
In the context of...

#### Year A

#### Invasion Games

##### Shoot the Ball, Target Three & Mini-Game & Handball

- Learn skills and apply to above games.
- Understand and apply rules.
- Compare different invasion games – similarities/differences
- Team work.
- Peer coaching & praising
- Self-assess - recognise and identify areas for improvement
- Read and react to different game situations as they develop

#### Gymnastics - Floor work

- Balance, shape, direction, timing, mirroring, pathways, links, sequencing on floor
- Partner, team & solo work,
- Perform sequence using a set criteria
- Perform symmetrical and asymmetrical floor patterns Film sequences, critique, up level, re-perform

#### Sportshall Athletics & Circuit training

- Improve technique, self-challenge and target personal best on a variety of activities
- Record and monitor how hard they are working
- Describe the basic fitness components and explain how often and how long they should exercise to stay healthy

#### Net/Wall Game - Creating a Game - Inclusive games

##### What game - Goalball

- Create game, design rules, use a variety of sending and receiving skills. Select and use simple tactics.
- Articulate rules of created game to peers and adjust/improve if necessary
- Adapt game to make it inclusive
- Learn rules and apply to the above game.
- Improve on techniques
- Give and receive sensitive feedback to improve.
- Negotiate and collaborate appropriately

#### Striking & Fielding Game

##### Mini Rounders

- Use a range of fielding skills: catching, throwing, bowling, intercepting with control and consistency
- Use and apply basic rules of game consistently and fairly
- Strike a ball in various directions.
- ❖ **Learn and apply leadership skills to the above game**
  - Help organise roles and responsibilities
  - Guide a small group through a task
  - Give sensitive feedback to improve others
  - See all new challenges as opportunities to learn and develop

#### Net/Wall Game

##### Are you ready - Tennis

- Various methods of feeding ball, Focus on direction,

#### Year B

#### Invasion Games

##### Invade & Zone Ball, Quicksticks Hockey & Lacrosse

- Learn and develop skills and apply to above games.
- Understand and apply rules.
- Compare different invasion games – similarities/differences
- Team work.
- Peer coaching & praising
- Self-assess - recognise and identify areas for improvement
- Read and react to different game situations as they develop

#### ❖ Learn and apply leadership skills

- Help organise roles and responsibilities
- Guide a small group through a task
- Give sensitive feedback to improve others
- See all new challenges as opportunities to learn and develop

#### Dance – linked to topic

##### World War I / World War II

- Perform simple movement patterns to music using rhythm, coordination and direction
- Discuss dance links with Class topic
- Perform in small groups
- Evaluate and improve self and others
- Acknowledge and respond to positive criticism

#### Gymnastics – Apparatus

- Balance, shape, direction, timing, mirroring, pathways, links, sequencing using apparatus
- Partner, team & solo work,
- Perform sequence using a set criteria
- Perform symmetrical and asymmetrical floor patterns Film sequences, critique, up level, re-perform

#### Striking & Fielding game - Creating a Game - Inclusive game

##### Name the game – Boccia

- Create game, design rules, use a variety of sending and receiving skills. Select and use simple tactics.
- Articulate rules of created game to peers and adjust/improve if necessary
- Adapt game to make it inclusive
- Learn rules and apply to the above game.
- Improve on techniques
- Give and receive sensitive feedback to improve.
- Negotiate and collaborate appropriately
- ❖ **Learn and apply leadership skills to the above game**
  - Help organise roles and responsibilities
  - Guide a small group through a task
  - Give sensitive feedback to improve others
  - See all new challenges as opportunities to learn and develop

#### Striking & Fielding Game

- Anticipate where the ball will land, Be alert
- Recognise own strengths and weaknesses and set appropriate targets
- Learn Forehand, backhand, volley, serve & matchplay skills and apply to a basic game of tennis.
- Read and react to different game situations as they develop
- Anticipate where the ball will land, Be alert

#### Maypole Dancing

- Perform simple movements patterns to music in a large group
- Rhythm, coordination and direction

#### Athletics - Running, Jumping & Throwing skills, Track & Field events

- Participation, Wellness & Achievement
- Self-evaluate
- Improve techniques, self-challenge and target personal best on a variety of activities
- Self-select, perform and lead appropriate warm up and cool down activities to peers
- Set self-targets and see all new challenges as an opportunity to learn and develop
- Involve others and motivate those around me to perform better

#### Orienteering - Team building

- Participation,
- Negotiate and collaborate appropriately
- Involve others and motivate those around me

#### Dodgems

- Use a range of fielding skills: catching, throwing, bowling, intercepting with control and consistency
- Use and apply basic rules of game consistently and fairly
- Strike a ball in various directions.
- ❖ Learn and apply leadership skills to the above game
  - Help organise roles and responsibilities
  - Guide a small group through a task
  - Give sensitive feedback to improve others
  - See all new challenges as opportunities to learn and develop

#### Net/Wall Game

##### Flights & Animals & Volleyball

- Use various methods of feeding ball
- Focus on direction
- Anticipate where the ball will land, Be alert
- Recognise own strengths and weaknesses and set appropriate targets
- Learn and develop effective: volley, serve, spike, dig & set skills and apply to a basic game of volleyball.
- Read and react to different game situations as they develop
- Anticipate where the ball will land, Be alert

#### Maypole Dancing

- Perform simple movements patterns to music in a large group
- Rhythm, coordination and direction

#### Athletics - Running, Jumping & Throwing skills, Track & Field events

- Participation, Wellness & Achievement
- Self-evaluate
- Improve techniques, self-challenge and target personal best on a variety of activities
- Self-select, perform and lead appropriate warm up and cool down activities to peers
- Set self-targets and see all new challenges as an opportunity to learn and develop
- Involve others and motivate those around me to perform better

#### Outdoor Adventure Activities - Team building games

- Participation,
- Negotiate and collaborate appropriately
- Involve others and motivate those around me

### Most children achieve the End Point Milestones for P.E.

### Impact

#### Children become...

successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.

confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.

responsible, happy citizens of the world who have the capacity to make positive contributions to society.