

## PE

### Intent

At Mendlesham Primary School, our PE curriculum is varied and long-term plans ensure that we meet the requirements of the National Curriculum. Pupils in Key Stage 1 and 2 receive at least two hours of high quality PE using the outside space (playground and field) or school hall. PE is taught either by the class teacher or by an expert PE coach. During these afternoons, children receive expert coaching to develop fundamental skills through a variety of activities and games suitable to their key stage.

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, enabling children to build upon prior experiences and apply these fluently, with confidence.

Children take part in a range of invasion, striking & fielding or net & wall games, we promote imagination and creativity in gymnastics and dance as well as provide opportunities for athletics using both indoor and outdoor environments plus outdoor and adventurous activities. Pupils are encouraged to take part in after school clubs and have the opportunity to compete against other schools. Although we enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participate to win. We have an inclusive approach and value the importance of physical and mental well-being.

Once the children are in KS2, they are offered swimming lessons at the local swimming pool. This is continued throughout KS2 where we aim to ensure all children can swim the National Curriculum requirement of 25m and also have the opportunity to complete life-saving skills. During their time at Mendlesham Primary School, we take the children on a residential trip where they are given the opportunity to participate in a range of outdoor adventurous activities including abseiling, caving, canoeing and high-ropes.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds, a sports field and an outdoor area available directly off the classroom for EYFS.

To develop leadership and communication skills, children in Year 6 become a Young Sports Leader which is a responsible role in encouraging younger children to learn how to play collaborative games, respecting rules and to be as active as possible during playtimes. Children are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

# Implementation

Throughout each academic year, each child has an opportunity to participate in a gymnastics, athletics, dance, game and OAA activities. At some point during Key Stage 2 children will be taught swimming. EYFS have a Forest School session each week.

All Sport and PE lessons consist of a warm-up activity, skill practise, game play (where appropriate) and a cool down.

Lessons are planned so skills build upon each other and new rules are introduced gradually through the unit of work.

## Objectives from the National Curriculum:

### EYFS Early Learning Goal

**Physical Development:** Children should revise and refine the fundamental movement skills they have already acquired; rolling, running, crawling, hopping, walking, skipping, jumping and climbing. They should be able to negotiate space and obstacles safely, with consideration for themselves and others. They should have a more fluent style of moving, with developing control and grace. They should also develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. Children should use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Children should be able to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Developing overall body strength, balance, coordination and agility. They should know and talk about the different factors that support overall health and wellbeing: - regular physical activity

### Key Stage 1

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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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

### 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

### Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

<p><b>Managing Self:</b> Children should be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. They can explain the reasons for rules, know right from wrong and try to behave accordingly. Children should be able to manage their own basic hygiene and personal needs, including dressing.</p>		
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Progression of Skills:			
EYFS	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<b>Dance</b>			
<p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances, and choose their actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They explore dance through the world around them.</p> <p><b>Key Skills:</b> Travel, action, space, shape, perform, level, copy, counts</p> <p>Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. They work individually &amp; with a partner.</p> <p><b>Key Skills:</b> Travel, action, space, shape, perform, level, copy, counts.</p>	<p>Pupils will explore travelling actions, movement skills and balances. They will understand why it is important to count to music and use this in their dances. They will copy and repeat actions linking them together to make short dance phrases. Pupils work individually &amp; with a partner.</p> <p>Pupils will explore space and how their body can move to express an idea, mood or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p><b>Key Skills:</b> Travel, action, space, shape, perform, level, copy, counts, dynamics, expression, speed, pathway</p>	<p>Pupils focus on creating dances as an idea including historical, cultural and scientific sources. Children create narrative through movement and gesture. They gain inspiration from a range of stimulus, working individually, in pairs and small groups developing their use of counting and rhythm. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p><b>Key Skills:</b> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, pathways, direction</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups. Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different compositional tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas.</p> <p><b>Key Skills:</b> Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space, emotion, matching, mirroring, transitions</p>

## Gymnastics

Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.

Pupils learn to use space safely and effectively.

They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Pupils begin to understand the levels of shapes.

**Key Skills:** Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, running, crawling, hopping, skipping, climbing

Pupils learn how to find and use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences and movement phrases. Children to develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.

**Key Skills:** Travelling, shapes, balances, shape jumps, take off and landing, barrel roll, straight roll, progressions of a forward roll

Pupils focus on improving the quality of their movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work using matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. They consider the quality and control of their performance skills.

Pupils create more complex sequences. They learn a wider range of traveling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They work independently and with a partner to build sequences. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions

**Key Skills:** Shapes, Individual and partner balances, shape jumps, jumps using rotation, take off and landing, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand

Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring.

Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They work in larger groups using formations to improve the aesthetics of their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

**Key Skills:** Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand

## Athletics

Children will develop their fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space.

**Key Skills:** Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction

Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.

**Key skills:** Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.

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Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and record scores.

**Key Skills:** Pacing, Sprinting, running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance.

Pupils focus on developing their technical understanding of athletic activity. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. In this unit pupils are able to experience long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy. They learn how to work to their maximum and how to improve. Pupils are also given opportunities to measure, time and coach.

**Key Skills:** Pacing, sprinting, jumping for distance, jumping for height, push throwing for distance, fling throwing for distance

## Invasion

Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules.

**Key Skills:** Throwing, catching, dribbling, dodging, attacking defending, sending, receiving

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**Key Skills:** Throwing, catching, dribbling, dodging, attacking defending, sending, receiving

Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.

**Key Skills:** Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging

Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. When attacking, pupils will support the ball carrier using width and drawing defense. When defending, pupils learn how to tag, how to track, intercept, block and slow down an opponent, working as a defensive unit. They will play uneven and even sided games. Pupils will evaluate their own and other's performances, suggesting improvements.

**Key Skills:** Passing, catching, throwing, dribbling, attacking, defending, shooting, intercepting, tracking, jockeying, tackling, tagging, goal-keeping

## Net and Wall

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills. They will learn to play against an opponent and over a net.

**Key Skills:** Throwing, catching, racket skills, ready position, hitting a ball

Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket/bat skills. They will learn to play against an opponent and over a net.

**Key Skills:** Throwing, catching, racket skills, ready position, hitting a ball

Pupils develop the key skills required for net and wall games such as the ready position, racket/bat control and to work as part of a team. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to evaluate and improve on their own and others performances.

**Key Skills:** Underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking

Pupils develop their racket skills as well as skills they need to play continuous rallies. They learn specific skills such as a forehand, backhand, volley and underarm serve in tennis, the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent in volleyball. Pupils develop their tactical awareness, learning how to outwit an opponent. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.

**Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, volley, set, dig, throwing, catching, dodging, blocking

## Striking and Fielding

Pupils develop their basic understanding of striking and fielding games such as Rounders/Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.

**Key Skills:** Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball

Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points in these types of games and how to play to the rules.

**Key Skills:** Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball

Pupils learn how to strike the ball into space so that they can score points. When fielding, they learn how to keep the batters' scores low and how to play in different fielding roles. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. They will learn how to evaluate their own and others' performances and suggest improvements.

**Key Skills:** Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball, retrieving a ball

Pupils develop the range and quality of striking and fielding skills and their understanding of the games. They learn how to play the different roles of bowler, wicket keeper/backstop, fielder and batter. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition.

**Key Skills:** Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, long and short barrier, batting, tracking a ball, retrieving a ball

## Team-building/OAA

<p>Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust</p>	<p>Pupils develop their communication, team building and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust</p>	<p>Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust, map reading, orientation</p>	<p>Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, in pairs and groups to solve problems. They are encouraged to share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p> <p><b>Key Skills:</b> Listening, teamwork, planning, leading, communication, trust, map reading, orientation</p>
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## Yoga

<p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, balance, flexibility, strength</p>	<p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, balance, flexibility, strength</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, flexibility, strength balance, co- ordination</p>	<p>Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, meditation, relaxation, flexibility, strength balance, co- ordination</p>
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## Fitness

<p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p><b>Key Skills:</b> Agility, balance, co-ordination, speed, stamina, skipping</p>	<p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p><b>Key Skills:</b> Agility, balance, co-ordination, speed, stamina, skipping</p>	<p>Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels</p> <p><b>Key Skills:</b> Strength, speed, power, agility, co-ordination, balance, stamina</p>	<p>Pupils will take part in a range of fitness testing where they monitor and record their data. They will learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Pupils will be given opportunities to improve on their own fitness levels, trying to work at their maximum levels to improve.</p> <p><b>Key Skills:</b> Strength, speed, power, agility, co-ordination, balance, stamina</p>
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## Swimming

		<p>Swim 10m unaided in shallow water using one basic method.          Kick legs from the hip and identify when this needs improvements.          Put face in water and blow bubbles. Enter and exit water safely and remain safe around water.          Explain what dangers to identify around water.</p> <p>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.          Use floats to swim longer distances with a more controlled leg kick.          Join in all swimming activities confidently.          Put face under the water and blow bubbles (begin to do this whilst swimming).          Explore how to move in and under water.          Recognise how swimming affects breathing.          Identify and describe differences between different leg and arm actions.          Understand water can be dangerous and repeat what to do when in difficulty.</p> <p><b>Key Skills:</b> Strength, Floating, Water Safety, Stamina, Co-ordination</p>	<p>Swim 25m unaided in water using one basic method to achieve this distance.          Use two different strokes swimming on both front and back.          Control breathing.          Swim confidently and fluently both on the surface and under the water.          Explain how to remain safe in water and what to do if you or someone nearby gets into difficulty.</p> <p>Swim between 10m and 20m unaided in shallow water, using one stroke.          Begin to swim 10m-15m unaided using a second stroke.          Put face in water and breath correctly when swimming in one identifiable stroke.          Use a float to aid their swimming and confidence in deeper water.          Use a float to develop leg and arm techniques.          Begin to explain how to keep safe whilst in water and what dangers should be identified.</p> <p><b>Key Skills:</b> Strength, Floating, Water Safety, Stamina, Co-ordination</p>
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## Impact

### Assessment

Pupil voice is utilised to understand pupils' view of their sport and PE teaching and learning. It should indicate that they enjoy learning sport and PE lessons and that they understand that sport skills are useful to them to live a healthy and active lifestyle. Pupils should report that teacher's give verbal feedback in lessons which is useful and helps them to develop their physical skills and sportsmanship. Skills learnt in Sport and PE lessons are transferable to many other areas of the wider curriculum including Science, Maths, RSE, History and Geography.

Pupil's progress in PE is assessed against the progression of skills (above) each half term. Their attainment, progress and effort is reported to parents annually in their school report.

All classes at Mendlesham Primary School have 2 hours of PE timetabled per week. Throughout the children's time at Mendlesham Primary School all children will have experience of dance, gymnastics, orienteering, invasion games, net and wall activities and striking and fielding sports.

Long term plans can be found on the whole school curriculum document.