

# Stockbridge Primary School Physical Education Curriculum Planning

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January 1, 2021

## PE curriculum intent statement

Learning in Physical Education is underpinned by our School's Vision and Values and by the National Curriculum and Early Years Foundation Stage guidance.

Children at Stockbridge will experience a variety of physical opportunities both within PE lessons, at break time and lunchtime, and through competitive opportunities in and outside of school allowing them to be active.

From our curriculum, pupils will become physically educated through experiencing a range of activity areas that:

Encourages and requires the need to work **collaboratively** with others

Develop competence in a range of physical skills, concentrating on fundamental movement skills in Key Stage One, and to be **proud** of their achievements, always aiming to better their best

Help them to be open-minded and show **respect** to the various talents of each and every one of us and celebrate individual achievement

Promote creativity and **resourcefulness** across a variety of activities

Instil a **resilience** both in sport and life to help them as they leave us into secondary school and then to the wider world

Build their leadership skills by taking on the **responsibility** to lead others

Allow children to gain enjoyment from being active and encourage children to live healthy lives both physically and mentally

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## Implementation

At Stockbridge, PE is an integral part of our curriculum, it is inclusive, and engages all pupils. Children participate in high-quality PE lessons twice a week, covering at least two different sports, activities and games per term. Children develop the knowledge, skills and competence to excel in a broad range of physical activities and age appropriate sports. This allows them to access an exciting variety of opportunities that they may not encounter in their day to day lives. We aim to deliver high-quality teaching and learning opportunities, which enables all children to achieve their personal best. Class teachers with expertise in a range of activities lead PE lessons. The PE lead regularly monitors and supports teachers, HLTAs and LSAs to ensure up to date knowledge and skills. Teachers use, and adapt, bespoke whole school PE planning and resources to ensure lessons across years show progression in line with the PE progression of skills document. Classes follow the PE long term planning to ensure pupils participate in a variety of sports and activities.

Outside of formal PE lessons, children participate in both recreational play and competitive sport at Stockbridge. We teach our children to transfer the Stockbridge Vision and Values into all activities, ensuring they do their best and are display good sportsmanship. These competitions and both inter and intra school, are linked to the other Test Valley school. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. All classes participate in a variety of activities to help students meet the 30 minutes of daily physical activity at school, for example, Cosmic Yoga, GoNoodle and a variety of other activities.

Lunchtime supervisors support the Bronze Ambassadors with organising physical activities and small games for children to interact with at lunchtime. Swimming is an important life skill; we aspire for all children to leave primary school being able to swim at least 25 metres, lessons are for all children from years 4 and 5 in the summer term. This is essential in order for them to fully be able to access the activities offered through our residential programme where children from years 4, 5 and 6 are given opportunities to try different and adventurous sports. Children in Year 5 participate in Bike Ability sessions led by PBED.

We provide children with opportunities to participate in extra-curricular activities after school that are inclusive, enjoyable and increase children's physical activity. We track children who attend these sessions and identify target children who may benefit from these and aim to provide a wider variety of sports.

Annually, the school celebrates Sports Day to educate and promote a healthy lifestyle and physical activity. In this day the children engage in a wide range of inclusive, competitive activities and sports.

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### Areas of Learning and Assessment

Curriculum Elements	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
	<p>Pupils will develop the confidence and independence to move in a range of ways so they are successful to take part in physical tasks and activities. They will know how to work safely alone and with others and develop an understanding of the importance of PE in an active and healthy lifestyle.</p>	<p>Pupils will develop personal skills to give them the courage to extend and expand their personal goals. They will always strive to do their best and be open to new experiences and challenges.</p>	<p>Through reflections and discussions, pupils will use a range of resources to explore different possibilities for success. They will use a growth-mindset and curiosity to develop different outcomes.</p>	<p>By working together children will be open to learn new ways of working, respecting the different contributions that everyone has and taking on roles and responsibilities in varying activity contexts.</p>	<p>Pupils will challenge themselves to beat personal targets. Showing courage and resilience to perform in a range of contexts, aspiring to achieve goals. They will show respect towards their own body and those of others, celebrating all achievements in a safe, inclusive environment. In all aspects of PE and in all PE lessons they will strive to always do their best with a strong focus on knowing what it is like to be a dancer/gymnast/part of a team etc</p>

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### Curriculum Content and Progression

Year group	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
Year R	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● apply and adapt movement skills in multiple activity contexts</li> <li>● explore varying dynamics of movement including changes to speed, direction, pathways, body shape and levels</li> <li>● change direction and speed to navigate around an object or person</li>   <li>● explain why we warm up and cool down</li> <li>● dress in appropriate PE kit independently</li> <li>● work safely around others</li> <li>● begin to understand why it is important to exercise</li> <li>● participate in physical activities run by adults</li> <li>● explore the outdoors through Forest School sessions</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● begin to work towards achieving a simple goal</li> <li>● know how to develop their personal goal with support through teacher feedback</li> <li>● Develop a positive sense of themselves and others</li> <li>● manage their feelings</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● take part in their own creative physical activity</li> <li>● share their thoughts, ideas and feelings through a variety of activities in music, movement and dance</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● work in small groups</li> <li>● communicate with others in their group</li> <li>● respond to peers by adapting their task or supporting others</li> </ul>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>● perform their work to others</li> <li>● Refine and adapt their work – making use of technology where appropriate</li> </ul>

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Year group	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
Year 1	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● apply and adapt movement skills in multiply activities</li> <li>● explore varying dynamics of movement including changes to speed, direction, pathways, body shapes and levels.</li> <li>● use the space provided and navigate successfully to avoid others by changing direction</li> </ul> <ul style="list-style-type: none"> <li>● know why we warm up and cool down</li> <li>● dress in appropriate PE kit independently</li> <li>● work safely around others</li> <li>● understand why it is important to exercise in relation to making healthy choices</li> <li>● begin to understand what happens to our bodies during exercise</li> <li>● participate in physical activities run by peer mentors</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● develop confidence in their own ability and participate in simple team games.</li> <li>● apply skills to new game contexts with confidence</li> <li>● be motivated to take part</li> <li>● manage their feelings in the context of a simple game.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● work with others to adapt or change skills</li> <li>● begin to use their imagination to improve or create short sequences</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● work successfully in small groups</li> <li>● communicate in turn with others</li> <li>● take on specific roles in small groups</li> <li>● begin to understand the correct equipment needed for certain skills/games</li> <li>● Share their own ideas with others</li> </ul>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>● apply skills under increasing pressure responding to the specific rules of the activity</li> <li>● understand and apply terms such as attacking and defending in a game and apply simple tactics to different game situations</li> <li>● show motivation to take part in a range of modified and formal games</li> <li>● know the term competition and what it means to compete fairly against others</li> <li>● Perform movement skills with control, accuracy and coordination</li> </ul>

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	<ul style="list-style-type: none"> <li>● explore the outdoors through Forest School sessions</li> </ul>				
<b>Year group</b>	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
Year 2	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● Perform fundamental movement skills becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination individually and with others.</li> <li>● apply and adapt movement skills in multiple activity contexts.</li> <li>● explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.)</li> <li>● be able to change direction and speed to navigate around an object/person (agility and coordination)</li> <li>● master basic movements including running, jumping, throwing and catching as well as developing balance, agility, coordination and</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● manage their feelings in a simple team game</li> <li>● apply skills to new game contexts with confidence</li> <li>● be motivated to take part</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● use their imagination to add short sequences to longer sequences</li> <li>● Experiment with their work and evaluate with others - with teacher feedback</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● Work successfully and effectively in small groups.</li> <li>● Communicate with others in an effective way.</li> <li>● Take on a number of different roles within a game, beginning to show a wider understanding of the activity</li> <li>● Know the terms competition and communication and explain they are key to a successful team.</li> <li>● Be able to use the correct equipment to set up simple games and activities.</li> </ul>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● Engage in competitive activities both against themselves and others</li> <li>● Participate in team games, developing simple tactics for attacking and defending</li> <li>● show motivation to take part in a range of modified and formal games</li> <li>● Compete in small sided games</li> </ul>

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	<p>begin to apply these in a range of activities</p> <ul style="list-style-type: none"><li>● know that different activities will affect the body in different ways</li><li>● know and describe the short term effects of different exercise activities on the body</li><li>● work safely and be able to adapt to different environments independently.</li><li>● participate in or organise physical activities run by peer mentors</li><li>● explore the outdoors through Forest School sessions</li></ul>				
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Year group	Being Physical	Resilience	Creativity	Collaboration	Compete and perform (pride)
Year 3	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> <li>● develop fundamental movement skills with control and accuracy</li> <li>● Apply and adapt basic movement skills (running, jumping, throwing, catching) in multiple contexts (jumping to catch a ball, a leap in a dance).</li> <li>● explore varying dynamics of movement including changes to speed, direction, pathways, body shape, levels (etc.)</li> <li>● be able to change direction and speed to navigate around an object/person (agility and coordination)</li> <li>● respond to the different demands of an activity (speed, stamina, suppleness, strength and skill)</li> <li>● know that different activities will affect the body in different ways</li> </ul>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>● confidently participate in team games</li> <li>● Manage their feelings appropriately in a simple competitive situation</li> <li>● begin to make basic evaluations of their own and others performances</li> <li>● show motivation to take part</li> <li>● Follow maps in familiar contexts with confidence</li> </ul>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>● describe and evaluate the work completed by others</li> <li>● suggest ideas for how they can develop their own and others' work</li> <li>● talk in more detail about how improvements can be made using subject specific language</li> <li>● develop imaginative movement ideas related to a theme or topic</li> <li>● try out new ideas and strategies</li> <li>● experiment with movement patterns and equipment</li> </ul>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>● confidently work towards a goal with others with a partner or in small groups</li> <li>● understand terms such as communication , collaboration and competition</li> <li>● confidently take on different roles in activities, with knowledge of the task and what is expected of them</li> <li>● set up equipment and tasks for their group/team</li> </ul>	<p>Pupils are able to:</p> <ul style="list-style-type: none"> <li>● perform fundamental movement skills with control and accuracy</li> <li>● understand and apply terms such as attacking and defending in a game and apply simple tactics to different game situations.</li> <li>● Show motivation to take part in a range of modified and formal games (invasion, net and wall and striking and fielding game situations). compete in small sided games and activities (3vs3 or 4vs4)</li> <li>● set targets to achieve personal bests that inspire them to improve and achieve</li> </ul>

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<ul style="list-style-type: none"> <li>• know and describe the short term effects of different exercise activities on the body</li> <li>• know why we warm up and cool down and respond to warm up tasks independently.</li> <li>• can organise their own kit, equipment in a timely way</li> <li>• work safely and with due consideration to others</li> <li>• participate in or organise physical activities run by peer mentors</li> <li>• explore the outdoors through Forest School sessions</li> </ul>			
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### EYFS and National Curriculum Statements

<b>EYFS</b>	<b>KS1</b>	<b>KS2</b>
<p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication and language development:</b> This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</li> <li>• <b>Physical Development:</b> This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical</li> </ul>	<p><b>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative activities, in a range of increasingly challenging situations.</b></p> <p>Pupils should be taught to:</p>	<p><b>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and 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.</b></p> <p>Pupils should be taught to:</p>

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<p>activity, and to make healthy choices in relation to food.</p> <ul style="list-style-type: none"><li>• <b>Personal, social and emotional development:</b> This involves helping children to:<ul style="list-style-type: none"><li>○ develop a positive sense of themselves and others.</li><li>○ form positive relationships and develop respect for others.</li><li>○ Develop social skills and learn how to manage their feelings</li><li>○ understand appropriate behaviour in groups</li><li>○ have confidence in their own abilities.</li></ul></li><li>• <b>Expressive arts and design:</b> This involves supporting children to explore and play with a wide range of media and materials. It involves providing children with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, <u>movement</u>, <u>dance</u>, role-play and design and technology.</li></ul>	<ul style="list-style-type: none"><li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities.</li><li>• participate in team games, developing simple tactics for attacking and defending.</li><li>• perform dances using simple movement patterns.</li></ul>	<ul style="list-style-type: none"><li>• use running, jumping, throwing, catching in isolation and combination.</li><li>• 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</li><li>• develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>
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