

## Physical Education

Throughout the year the children will cover a variety of aspects of the PE curriculum to ensure all children:

- 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.

### SMSC

<b>We promote spiritual development:</b>	<b>We promote moral development:</b>	<b>We promote social development:</b>	<b>We promote cultural development:</b>
<p>By providing opportunities for children to take part in activities such as dance, games and gymnastics. These encourage pupils to appreciate and through enjoyment, be creative.</p> <p>By being aware of one's own strengths and limitations e.g. Y3 swimming lessons, participation in Sports Day, Tournaments</p> <p>By promoting 'Healthy Minds and Well being through all areas of PE and extra-curricular opportunities such as dance –jazz, ballet, jive and through the use of the outside environment</p>	<p>By discussing fair play and the value of team work.</p> <p>By developing qualities of self-discipline, commitment and perseverance.</p> <p>By developing sportsmanship e.g. through shaking the hand of a competitor at the end of an event, regardless of the result.</p> <p>By encouraging 'healthy' competition and develop 'sportsmanship'</p> <p>By encouraging all children regardless of ability to take part in activities</p>	<p>By developing a sense of belonging and self-esteem through team work</p> <p>By offering a variety of extra-curricular sporting activities that are cross phase/year group, enabling pupils' to work together in a variety of different groupings and contexts.</p> <p>By engaging daily in the 'Walk the mile' with adults and children interacting.</p> <p>By inviting parents and extended families to take part in a range of social events.</p> <p>By offering a range of educational trips and visits including Y6 annual visit to Tallington Lakes , Hilltop' Outdoor Activity Centre to develop team work, independence, confidence &amp; challenge</p> <p>By providing opportunities for Playground leaders to develop their own games, rules and boundaries.</p>	<p>By making links with national and global sporting events such as the World Cup, the Olympics and Sports Relief</p> <p>By providing a range of sporting activities that are celebrated across the world for example Dutchball and Kabadi</p>

<b>Autumn 1</b>	<p>Games –Fundamentals of movement – Sports coaches</p> <ul style="list-style-type: none"> <li>• To move safely and actively about the space</li> <li>• To move actively and safely about the space when using equipment</li> </ul> <p>Gym – Y1/Y2 – Points and patches (Unit E Y1)</p> <ul style="list-style-type: none"> <li>• To travel confidently and competently on different parts of the body including hands</li> <li>• To hold still balance positions on large or small body parts</li> <li>• To link two balances together</li> <li>• To adapt floorwork safely onto apparatus</li> </ul>
<b>Autumn 2</b>	<p>Games – Throwing and catching – Sports coaches</p> <ul style="list-style-type: none"> <li>• To know and show different ways of using a ball</li> <li>• To understand how to use apparatus for its intended purpose</li> <li>• To throw and catch using a range of apparatus</li> <li>• To understand the concept of aiming games</li> </ul> <p>Dance – Y1/Y2 – The cat, Balloons, Reach for the stars (Unit 1 Y2)</p> <ul style="list-style-type: none"> <li>• Use different levels, directions and speeds</li> <li>• Touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses</li> <li>• Choose appropriate movements to convey the dance idea</li> <li>• Create a dance using a range of basic actions</li> <li>• Talk about the dance and why they liked it, using appropriate vocabulary</li> </ul>
<b>Spring 1</b>	<p>Games – Ball skills – Sports coaches</p> <ul style="list-style-type: none"> <li>• To steer and send a ball safely in different directions using a bat</li> <li>• To improve the co-ordination, control and consistency of their actions</li> <li>• To use and vary simple tactics</li> </ul> <p>Gym Y1/2 – Parts high and parts low (Unit H Y2)</p> <ul style="list-style-type: none"> <li>• To travel and balance confidently showing different parts of the body high or low</li> <li>• To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed</li> <li>• To link three movements together smoothly in a planned sequence</li> <li>• To adapt and transfer work safely from the floor to the apparatus</li> </ul>
<b>Spring 2</b>	<p>Games – Net and Wall games – Sports coaches</p> <ul style="list-style-type: none"> <li>• To develop and extend their sending and receiving skills</li> <li>• To know rules for a game</li> <li>• To develop simple group tactics</li> <li>• To move actively and safely about the space and in teams</li> </ul> <p>Dance Y1/Y2 – March, March, March and Jack and the Beanstalk (Unit 2 Y1)</p> <ul style="list-style-type: none"> <li>• Perform simple rhythmic patterns and perform them in different formations</li> <li>• Talk about how they felt after dancing</li> <li>• Be able to talk about the dances and why they liked them, using a range of words</li> <li>• Turn, jump and travel in different ways and use gesture, shape and stillness</li> </ul>

	<ul style="list-style-type: none"> <li>• Copy, remember and repeat simple dance phrases</li> </ul>
<b>Summer 1</b>	<p>Games – Striking games – Sports coaches</p> <ul style="list-style-type: none"> <li>• To develop and extend their sending and receiving skills</li> <li>• To know rules for a game</li> <li>• To develop simple group tactics</li> <li>• To move actively and safely about the space and in teams</li> </ul> <p>Gym – Y1/Y2 – Flight, Bouncing, Jumping and landing (Unit D Y1)</p> <ul style="list-style-type: none"> <li>• To bounce, hop, spring and jump using a variety of take offs and landings</li> <li>• To observe, recognize and copy different body shapes</li> <li>• To link together two or more actions with control and be able to repeat them</li> <li>• To describe what they see using appropriate vocabulary</li> </ul>
<b>Summer 2</b>	<p>Athletics – Sports coaches or Val S Unit 1</p> <ul style="list-style-type: none"> <li>• To remember and repeat a series of running, throwing and jumping activities with growing control</li> <li>• Familiarise themselves with equipment and use it appropriately</li> <li>• To practice key skills for sports day- skipping, running, balancing, jumping</li> </ul> <p>Dance Y1/Y2 – Friends, Bubbles and Shadows (Unit 2 Y2)</p> <ul style="list-style-type: none"> <li>• Understand and perform simple basic travelling skills on feet</li> <li>• Use change of direction</li> <li>• Work co-operatively in pairs to create a dance</li> <li>• Understand and show the difference between sad and happy movements</li> <li>• Recognize that dance is active and that changes occur in their bodies</li> </ul>