

Our Whole-School Curriculum Intent

Our curriculum will:

- Build children's knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
- Provide knowledge in all subjects that builds sequentially through their time at St. Mary's
- Reflect the need and be specific to our local area and community
- Develop transferrable skills through their growing knowledge of the curriculum
- Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
- Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
- Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
- Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In PE, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary's.

Foundation Stage Curriculum Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 1	Dance	Gymnastics (Balances and Rolls)	Throwing, Catching Sending and Receiving	Games (Striking and Fielding)	Balanceability – Bike Riding (Balance / Coordination / Agility)	Games (Team Games)
Year 2	Agility, Balance Coordination	Games (Throwing, Catching Sending and Receiving)	Games (Multi Skills)	Games (Agility, Dodging, Skills)	Balanceability – Bike Riding (Balance / Coordination / Agility)	Tennis
Year 2	Dance	Gymnastics (Balances and Rolls)	Dodgeball	Games (Striking and Fielding)	Athletics (Races and Relays)	Games (Team Games)
Year 3	Tennis	Gymnastics (Routines)	Basketball	Volleyball	Hockey	Athletics (Track and Field)
Year 3	Dance	American Football	Tag Rugby	Orienteering	Dodgeball	Tri Golf
Year 4	Tennis	Gymnastics (Routines)	Basketball	Volleyball	Hockey	Athletics (Track and Field)
Year 4	Dance	American Football	Tag Rugby	Orienteering	Dodgeball	Tri Golf
Year 5	Tennis	Gymnastics (Routines)	Basketball	Volleyball	Hockey	Athletics (Track and Field)
Year 5	Dance	American Football	Tag Rugby	Orienteering	Rounders	Cricket
Year 6	<i>Tennis</i>	Gymnastics (Routines)	Basketball	Volleyball	Hockey	Athletics (Track and Field)
Year 6	Dance	American Football	Tag Rugby	Orienteering	Rounders	Cricket

Key Stage 1 Statutory Requirements

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 Statutory Requirements

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

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, 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.

Milestones:

A Year 1 sports person	A Year 2 sports person	A Year 3 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I throw underarm • I hit a ball with a bat • I move and stop safely • I throw and catch with both hands • I throw and kick in different ways <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I make my body curled, tensed, stretched and relaxed • I control my body when travelling and balancing. • I copy sequences and repeat them. • I roll, curl, travel and balance in different ways <p><u>Dance</u></p> <ul style="list-style-type: none"> • I move to music • I copy dance moves • I perform my own dance moves • I make up a short dance • I move safely in a space 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I use hitting, kicking and/or rolling in a game. • I decide the best space to be in during a game • I use a tactic in a game • I follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I plan and perform a sequence of movements • I improve my sequence based on feedback • I think of more than one way to create a sequence which follows some 'rules' • I work on my own and with a partner' <p><u>Dance</u></p> <ul style="list-style-type: none"> • I change rhythm, speed, level and direction and dance • I dance with control and coordination • I make a sequence by linking sections together • I use dance to show a mood or feeling <p><u>General</u></p> <ul style="list-style-type: none"> • I copy and remember actions 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I throw and catch with control • I am aware of space and use it to support teammates and to cause problems for the opposition. • I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I adapt sequences to suit different apparatus and criteria • I explain how strength and suppleness affect performance • I compare and contrast gymnastics sequences • <p><u>Dance</u></p> <ul style="list-style-type: none"> • I improvise freely and translate ideas from stimulus into movement • I share and create phrases with a partner and small group • I repeat, remember, and perform phrases <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I run at fast, medium and slow speeds; changing speed and direction • I take part in a relay, remembering when to run and what to do

<u>General</u> <ul style="list-style-type: none"> • I copy actions • I repeat actions and skills • I move with control and care • I use equipment safely 	<ul style="list-style-type: none"> • I talk about what is different from what I did and someone else did. 	<u>Outdoor and adventurous</u> <ul style="list-style-type: none"> • I follow a map in a familiar context • I use clues to follow a route • I follow a route safely
<u>A Year 4 sports person</u>	<u>A Year 5 sports person</u>	<u>A Year 6 sports person</u>
<u>Games</u> <ul style="list-style-type: none"> • I catch with one hand • I throw and catch accurately • I hit a ball accurately with control • I keep possession of the ball • I vary tactics and adapt skills depending on what is happening in a game <u>Gymnastics</u> <ul style="list-style-type: none"> • I work in a controlled way • I include a change of speed and direction • I include a range of shapes • I work with a partner to create, repeat and improve a sequence with at least 3 phrases <u>Dance</u> <ul style="list-style-type: none"> • I take the lead when working with a partner or group • I use dance to communicate an idea <u>Athletics</u> <ul style="list-style-type: none"> • I run over a long distance • I sprint over a short distance 	<u>Games</u> <ul style="list-style-type: none"> • I gain possession by working in a team • I pass in different ways • I use forehand and backhand with a racket • I can field • I choose a tactic for defending and attacking • I use a number of techniques to pass, dribble and shoot <u>Gymnastics</u> <ul style="list-style-type: none"> • I make complex, extended sequences • I combine action, balance and shape • I perform consistently to different audiences <u>Dance</u> <ul style="list-style-type: none"> • I compose my own dances in a creative way • I perform to an accompaniment • My dance shows clarity, fluency, accuracy and consistency <u>Athletics</u>	<u>Games</u> <ul style="list-style-type: none"> • I play to agreed rules • I explain rules to others • I can umpire • I make a team and communicate a plan • I lead others in a game situation <u>Gymnastics</u> <ul style="list-style-type: none"> • I combine my own work with that of others • I sequence to specific timings <u>Dance</u> <ul style="list-style-type: none"> • I develop sequences in a specific style • I choose my own music and style <u>Athletics</u> <ul style="list-style-type: none"> • I demonstrate stamina <u>Outdoor and adventurous</u> <ul style="list-style-type: none"> • I plan a route and a series of clues for someone else • I plan with others, taking account of safety and danger

<ul style="list-style-type: none"> • I throw in different ways • I hit a target • I jump in different ways <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I follow a map in a (more demanding) familiar context • I follow a route within a time limit 	<ul style="list-style-type: none"> • I am controlled when taking off and landing • I throw with accuracy • I combine running and jumping <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I follow a map into an unknown location • I use clues and a compass to navigate a route • I change my route to overcome a problem • I use new information to change my route 	
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KS1 - AREAS of LEARNING

In KS1 the PE curriculum has been arranged into three Areas of Learning.

- 1 Basic movements (including Athletics)
- 2 Team games,
- 3 Dance and movement

In KS1 each of the three Areas of Learning will have one Core End Point that all pupils must know. Each of those core end points will have three additional end points that most pupils should know.

KEY STAGE 1 PE END POINTS

CORE END POINTS

The core End Points that ALL pupils MUST know:

EP1. **Basic Movement**

All pupils must know how to develop their fundamental movement skills become increasingly competent and confident in what they can achieve

EP2. **Team Games:**

All pupils must know how to engage in competitive (both against self and against others) and co-operative physical activities,

EP3. **Dance and Movement**

All pupils must know how to perform dances using simple movement patterns.

CORE END POINTS WITH ADDITIONAL END POINTS

CORE END POINT

EP1. : **Basic Movement**

All pupils must know how to develop their fundamental movement skills become increasingly competent and confident in what they can achieve

SHOULD KNOW – ADDITIONAL END POINTS

- 1.1) Most pupils should know how to extend their agility, balance and coordination, individually and with others in a broad range of opportunities
- 1.2) Most pupils should know how to master basic movements including running, jumping, throwing and catching,
- 1.3) Most pupils should know how to apply balance, agility and co-ordination in a range of activities

CORE END POINT

EP2. **Team Games**

All pupils must know how to engage in competitive (both against self and against others) and co-operative physical activities and team games

SHOULD KNOW – ADDITIONAL END POINTS

- 2.1) Most pupils should know how to participate in team games, play fairly and take turns
- 2.2) Most pupils should know how to develop simple tactics for challenging and defending

2.3) Most pupils should know how follow the rules of games and collaborate with others in teams

CORE END POINT

EP3. Dance and Movement

All pupils must know how to perform dances and sequences of movement using simple movements and movement patterns.

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know how to move rhythmically to music and sounds

3.2) Most pupils should know how to react to music changing the dynamics of simple body movements

3.3) Most pupils should know how to change the speed and shape of their bodies in response to music and the beat and tempo of sounds.

KEY STAGE 2 PHYSICAL EDUCATION

CORE END POINTS

The six core End Points that ALL pupils MUST know by the end of KS2:

BASIC MOVEMENT:

EP1. All pupils must know how to apply and develop a broader range of skills and how to use them in different ways to link them to make actions and sequences of movement in gymnastics.

EP2. All pupils must know how to swim a distance of at least 25 metres using a range of strokes effectively and how to perform safe self-rescue in different water-based situations.

TEAM GAMES

EP3. All pupils must be taught how to enjoy communicating, collaborating and competing with each other in team games

EP4. All pupils must know how to develop an understanding of how to improve in different physical activities and sports and to evaluate and recognise their own success.

DANCE AND MOVEMENT:

EP5. All pupils must know how to develop and build up a sequence of movement by responding rhythmically to music, beat and the tempo of sounds

EP6. All pupils must know how to use actions and sequences of movement to choreograph and perform creative dances.

PHYSICAL EDUCATION CORE END POINTS WITH ADDITIONAL END POINTS

Each of the six end points has three additional end points

BASIC MOVEMENT:

CORE END POINTS

EP1. All pupils must know how to apply and develop a broader range of skills and how to use them in different ways to link them to make actions and sequences of movement in gymnastics.

Additional End Points

- 1.1) Most pupils should know how to run, jump, throw and catch in combination and in partnership with others
- 1.2) Most pupils should know how to develop flexibility, strength, technique, control and balance
- 1.3) Most pupils should know how to develop their skills and improve their performances in athletics and gymnastics

EP2. All pupils must know how to swim a distance of at least 25 meters and to be safe near water

Additional End Points

- 2.1) Most pupils should know how to use an appropriate range of strokes effectively
- 2.2) Most pupils should know how to perform safe self-rescue in different water-based situations
- 2.3) Most pupils should know about the dangers associated with pools, ponds, rivers, lakes, canals and the sea and how to keep themselves and others safe

TEAM GAMES

CORE END POINTS

EP3. All pupils must know how to enjoy collaborating and competing with each other in team games

Additional End Points

- 3.1) Most pupils should know how to play competitive games including cricket, football, hockey, netball and rounders fairly
- 3.2) Most pupils should know how to apply basic principles suitable for challenging and defending in games
- 3.3) Most pupils should know how to take part in outdoor activity both individually and within a team

EP4. All pupils must know how to develop an understanding of how to improve in different physical activities and sports and to evaluate and recognise their own success.

Additional End Points

4.1) Most pupils should know how develop their skills and improve their performance in physical activities

4.2) Most pupils should know how to compare their performances with previous ones to demonstrate improvement to achieve their personal best

4.3) Most pupils should know how to recognise and celebrate their own success and improvement and the success of others

DANCE and MOVEMENT

CORE END POINTS

EP5. All pupils must know how to develop and build up a sequence of movement

Additional End Points

5.1) Most pupils should know how to responding rhythmically to music, beat and the tempo of sounds

5.2) Most pupils should know how to build different movements into a sequence

5.3) Most pupils should know how to develop and improve their sequences of movement into a performance

EP6. All pupils must know how to dance and move to the beat, rhythm and tempo of music

Additional End Points

6.1) Most pupils should know how to listen to music and then to dance and move appropriately

6.2) Most pupils should know how to respond to different types of music to perform dances and sequences of movement

6.3) Most pupils should know to choreograph simple, creative, individual and group dance performances to music

