



**Why is PE important at Aspinal?**

* Children will have the opportunity to be physically active for sustained periods of time
* Children will be able to concentrate for sustained periods of time as they have been given the opportunity to release energy through planned physical activity
* Children will become more physically literate and move confidently and with control in a wide range of physical activities.
* PE gives children information that helps shape a brighter and safer future by keeping children healthy and teaching them healthy habits
* Children will have the opportunity to play in team sports and work in unison. Understanding that it is not about winning and losing, but about working collaboratively
* PE allows the opportunity for children to feel part of an inclusive environment
* By the end of Year 4, children learn how to swim and gain an understanding of the importance of water safety

**What are the key knowledge concepts in PE at Aspinal?**

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| **Competitive** | **Skills** | **Knowledge** |
| Range of sports e.g. football, hockey, cricket, netball, rounders etc | Control  Flexibility  Agility  Balance  Coordination  Patterns  Problem solving  Communicating  Technique | Evaluating  Comparing  Tactics  Safety  Reflecting  Analysing |
| **Movement** | **Teamwork** |  |
| Running  Throwing  Jumping  Catching  Roll  Sequences | Defending  Attacking  Collaboration  Planning |  |

**What are the key PE subject discipline skills?**

* Develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination
* Children can engage in competitive and cooperative physical activities in increasingly challenging situations
* Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination
* Children can participate in team games, developing simple tactics for attacking and defending
* Children can perform dances using simple movement patterns
* Children will enjoy communicating, collaborating and competing with each other
* Children will develop an understanding of how to improve in different physical activities and sports
* Children will learn how to evaluate and recognise their own success
* Children will develop flexibility, strength, technique, control and balance
* Children will take part in outdoor and adventurous activity challenges
* Children will be able to swim competently, confidently and proficiently over a distance of at least 25 metres

**How does Aspinal ensure progression in our key knowledge and concepts in PE?**

* Curriculum identifies points where comparisons can be made
* Key concepts are revisited to consolidate pupils understanding
* Knowledge taught builds on prior learning and is therefore more in-depth
* Increasing complexity of skills and movement and precision is expected
* Children are able to evaluate and improve their performance with more precision
* Children are physically confident in a way that supports their health and fitness
* Children are able to take part in physically demanding activities
* Children will develop a range of skills across a variety of games and activities which will build character and embed values such as fairness and respect

**How do we know our children have made progress?**

**End points FS**

**Children can**

* Show good control and co-ordination in large and small movements.
* They move confidently in a range of ways, safely negotiating space.
* They handle equipment and tools effectively, including pencils for writing.
* Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.
* Understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
* Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**End points KS1**

**Children can**

* Master basic movements including running, jumping, throwing and catching
* Develop balance, agility and coordination 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
* Build character and embed values such as fairness and respect

**End points KS2**

**Children can**

* Use running, jumping, throwing and catching in isolation and in combination
* Play competitive games, modified where appropriate (for example badminton, basketball, cricket, hockey, netball, rounders, tennis) and apply basic principles suitable for attacking and defending
* Develop their flexibility, strength, technique, control and balance
* Perform dances using a range of movement patterns
* Take part in outdoor and adventurous activity challenges both individually and in a team
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best
* Swim competently, confidently and proficiently over a distance of at least 25m
* Use a range of strokes effectively, perform safe, self-rescue in different water based situations

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1** | **Dance – Animals**  **Movement Skills 1** | **Dance – Fire of London**  **Movement Skills 2** | **Dance – Dance Around the World**  **Hockey** | **Dance – Romans**  **Hockey** | **Dance – British Values**  **Lacrosse** | **Dance – British Values**  **Lacrosse** |
| **Autumn 2** | **Invasion Game Skills 1**  **Gymnastics- Balancing and Spinning on Points and Patches** | **Invasion Games Skills 2**  **Gymnastics – Pathways: straight, zipping and curving** | **Gymnastics – Linking movements together**  **Basketball** | **Basketball**  **Swimming** | **Gymnastics – Matching, mirroring and contrast**  **Netball** | **Gymnastics – Counter balance and counter tension**  **Netball** |
| **Spring 1** | **Dance – Mini Beasts**  **Movement Skills 2** | **Dance – Mini Beasts**  **Movement Skills 3** | **Dance – Egyptians**  **Tag Rugby** | **Gymnastics – Arching and bridging**  **Tag Rugby** | **Dance – Dance through the ages**  **Handball** | **Dance – World War 2**  **Handball** |
| **Spring 2** | **Net and Wall Game**  **Skills 1**  **Gymnastics – Pathways – small and long** | **Net and Wall Game**  **Skills 2**  **Gymnastics – Spinning, turning and twisting** | **Gymnastics – Receiving body weight**  **Football** | **Football**  **Swimming** | **Gymnastics – Partner work – under and over**  **Football** | **Gymnastics – Flight**  **Flag football** |
| **Summer 1** | **Dance – Fire of London**  **Striking and Fielding Games Skills 1** | **Dance – Under the Sea**  **Striking and Field Game Skills 2** | **Dance - Space**  **Rounders** | **Dance – Space**  **Rounders** | **Dance – The Haka**  **Cricket** | **Dance – The Victorians**  **Cricket** |
| **Summer 2** | **Athletics 2**  **Gymnastics – Wide, narrow, curled rolling and balancing** | **Athletics**  **Gymnastics – Stretching, curling and arching** | **Athletics**  **Gymnastics – Symmetry and asymmetry (partners)** | **Athletics**  **Swimming** | **Athletics**  **Gymnastics – Synchronisation and canon** | **Athletics**  **Gymnastics – Group Sequencing** |

**Medium Term Plans**

**Year 1**

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**Year 2**

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**Year 3**

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**Year 4**

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**Year 5**

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**Year 6**

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