



Stathern Primary School
'Nurture, Inspire, Discover, Create'

PE Curriculum Vision, knowledge and skills





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Intent and Design – What are we trying to achieve?

Vision

• **As a school we aim to:**

- Prepare children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

• **In PE we aim to:**

- provide a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel in all areas of the curriculum and also have the opportunity to compete in team sports and as individuals.

Motto

- **Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.
- **Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.
- **Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.
- **Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

- We believe in...
- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.
- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.
- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.
- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.
- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.
- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.
- Working in **partnership with our school community and beyond to build brighter futures**.
- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our PE Curriculum

- Our broad and engaging curriculum aims to develop co-ordination and strength, help to improve concentration and learning across the subjects, build confidence and social skills, increase physical and mental health and above all makes them feel good about themselves.
- In EYFS and key stage 1, children develop fundamental movement skills through playing games, mastering dance routines, developing strength and stamina in programs such as smarty pilates and by developing balance and co-ordination in gymnastics.
- In key stage 2, children continue to develop a broad range of skills which include: competitive games such as tag-rugby and cricket, gymnastics, orienteering and a variety of athletics programs that help develop their running, jumping throwing and catching. We pride ourselves in our fantastic dance curriculum which inspires creativity, self-belief and leadership. The children choose a theme, create a dance and then get the opportunity to perform at a local theatre with children from other schools.
- Our children have opportunities to compete in sport and other activities that build character and help to embed the school values such as fairness and respect. At lunchtimes, children get to develop these skills further by taking part in high quality activities ran by experienced staff and a dedicated Sports Crew. During these activities children have the opportunity to self-improve and every mile stone is celebrated with certificates of achievement.

Learning Intentions

- It is our intention that our PE curriculum is an imperative element of the curriculum, it helps to develop a need for a healthy life style, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.



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Implementation and Organisation – How will we arrange our learning?

School Focus

Reading

Challenge

Vocabulary
and
Communication

Progressive
Skills

Transferable
skills

Positive
Mental
Health and
wellbeing

PE Developmental Foci

Access and
review the
children's
previous
learning

Lessons are
planned and
sequenced to
challenge pupils
and help build
and develop their
knowledge and
skills

Children are able
to use the correct
scientific
vocabulary for
different muscles
and how our
body works when
it is active. They
also develop their
communication
through team
sports

Progressive
knowledge and
skills are taught
throughout all
year groups in
6 core areas of
PE

Being
physically
active can be
transferred
across all
subjects and
the skills taught
in PE can be
used to play
games in all
areas of the
curriculum

Our PE curriculum
enables children to
engage in extra-
curricular
activities and
sporting events.
This is an
inclusive approach
which endeavours
to encourage not
only physical
development but
also well-being for
all pupils.

Contexts

Children are given a rich and diverse curriculum which is made up from specialist coaches, new and inclusive sports and opportunities in KS2 to learn a sport in class, join a club, compete against other schools and then being signposted to other clubs outside of school if this is something that interests them further.

Being physically active is apart of the core of our school curriculum. Lessons are exciting and engaging and help increase a child's physical activity



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	R	Y1/2	Y3/4	Y5/6
Events and opportunities throughout the year	Intramural competitions	Little springers gymnastics festival	Swimming	Swimming (for children who have not achieved NC standard)
	Beat your personal best at lunchtimes	Santa fun run	Prestwold hall pathway	Level 2 competitions throughout the year organised by SGC
	Fun run	Multi skills festival	Cross country level 2	Prestwold hall pathway
	Sports Day	Intramural competitions	Football competitions	Sports leadership training
	improving	Beat your own Personal Best at lunchtimes	Tri-golf festival	Opportunities for school sport (Sports Crew)
		Sports day	Sports day	Sports day
		Tennis festival	Intramural competitions	Intramural competitions



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PE topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Physical Development 40-60 months (Early years outcomes)	Multi-skills	Gymnastics/smarty pilates	Cricket	PJ Masks - Multi-skills SOW	Team games and relays for sports day Dance for Summer fair
Class 2	Multi-skills	Multi-skills Orienteering	Smartery pilates Multi-skills - games and competition outcomes	Cricket Gymnastics	Uni hoc Multi skills- Athletics outcomes (throwing, jumping and running)	Athletics (sports day) Dance for Summer fair Tri golf
Class 3	Swimming	Swimming Tag rugby (specialist coach from Leicester Tigers)	Gymnastics smarty pilates/OAA	Cricket OAA/Tri golf	Tennis Hockey	Netball Athletics Dance for Summer fair
Class 4	Football Dodgeball/Ultimate Frisbee/Invasion games - Games for understanding and competition focus	Basketball/netball Games for understanding and leadership focus Tag rugby year 5s(specialist coach from Leicester Tigers)	Gymnastics OAA	Hockey Cricket	Athletics Tennis/ volleyball	Dance(sky theatre) Rounders



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Through the above knowledge, the children will develop skills in the following areas:

Dance			
YR	Y1/2 (by the end)	Y3/4 (by the end)	Y5/6 (by the end)
<ul style="list-style-type: none"> Copies and explores basic movements and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli. 	<ul style="list-style-type: none"> Copies and explores basic movements with clear control. Varies levels and speed in sequence Can vary the size of their body shapes Add change of direction to a sequence Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. 	<ul style="list-style-type: none"> Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Modifies parts of a sequence as a result of self-evaluation. Uses simple dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling and motifs. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies sequences as a result of self and peer evaluation.



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PE Curriculum Vision, knowledge and skills

Gymnastics			
YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> • Copies and explores basic movements with some control and coordination. • Can perform different body shapes • Performs at different levels • Can perform 2 footed jump • Can use equipment safely • Balances with some control • Can link 2-3 simple movements 	<ul style="list-style-type: none"> • Beginning to develop good technique when travelling, balancing, using equipment etc • Explores and creates different pathways and patterns. • Uses equipment in a variety of ways to create a sequence • Link movements together to create a sequence • Copies, explores and remembers a variety of movements and uses these to create their own sequence. 	<ul style="list-style-type: none"> • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Beginning to use gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Creates sequences using various body shapes and equipment. • Combines equipment with movement to create sequences. 	<ul style="list-style-type: none"> • Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. • Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. • Adapts sequences to include a partner or a small group. • Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances.



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Games			
YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> Describe how the body feels when still and when exercising Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball Kick an object at a target. Move safely around the space and equipment. Travel in different ways, including sideways and backwards. 	<ul style="list-style-type: none"> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game by varying types of throw and using hand-eye co-ordination to control a ball. Bounce and kick a ball whilst moving. Use kicking and dribbling skills in a game and know how to pass in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. 	<ul style="list-style-type: none"> Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Throw and catch with greater accuracy Develop a safe and effective overarm throw Move and pass with a variety of balls using a range of techniques showing control and fluency Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game Make the best use of space to pass and receive the ball. 	<ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move Keep and win back possession of the ball effectively and in a variety of ways in a team game Demonstrate a good awareness of space.



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Athletics			
YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> • Run in different ways for a variety of purposes. • Jump in a range of ways, landing safely. • Roll equipment in different ways. • Throw underarm. • Throw an object at a target. • Participate in simple games and relays 	<ul style="list-style-type: none"> • Can change speed and direction whilst running. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. • Begin to select the most suitable pace and speed for distance. • Complete an obstacle course. • Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. • Combine different jumps together with some fluency and control. • Jump for distance from a standing position with accuracy and control. • Performs a variety of throws with control and co-ordination (preparation for shot put and javelin) • Can use equipment safely • Watch and describe performances, and use what they see to improve their own performance. • Compete against self and others 	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p> <p>Perform a push and pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.</p> <p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p> <p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p>



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PE Curriculum Vision, knowledge and skills

			<p>Develop and refine techniques to throw for accuracy.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p> <p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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Outdoor Adventurous Activities (OAA)

YR	Y1/2	Y3/4	Y5/6
•	<ul style="list-style-type: none"> • Develops listening skills. • Creates simple body shapes. • Listens to instructions from a partner/ adult. • Beginning to think activities through and problem solve. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. • Begins to orientate themselves around a short trail • Begins to identify symbols on a key 	<ul style="list-style-type: none"> • Orientates themselves with accuracy around a short trail. • Creates a short trail for others with a physical challenge • Starts to recognise features of an orienteering course • Develops strong listening skills. • Uses simple maps. • Beginning to think activities through and problem solve. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe 	<p>Oriente themselves with confidence and accuracy around an orienteering course when under pressure.</p> <p>Design an orienteering course that is clear to follow and offers challenge to others.</p> <p>Use navigation equipment (maps, compasses) to improve the trail</p> <p>Use clear communication to effectively complete a particular role in a team.</p> <p>Compete in orienteering activities both as part of a team and independently.</p> <p>Use a range of map styles and make an informed decision on the most effective.</p> <p>Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow.</p> <p>Identify the quickest route to accurately navigate an orienteering course.</p> <p>Manage an orienteering event for others to compete in.</p>



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Swimming			
YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none">• n/a	<ul style="list-style-type: none">• n/a	<ul style="list-style-type: none">• At Stathern we send children for swimming lessons in year 3 and 4 and we hope for them to achieve the outcomes set out for years 5 and 5 however if they do not we offer swimming lessons into years 5 and 6 to help them achieve the NC guidelines.	<ul style="list-style-type: none">• Swims competently, confidently and proficiently over a distance of at least 25 metres• Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.• Performs safe self-rescue in different water-based situations.



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Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and feedback

Observations and Blinks

Data analysis

Progress of pupils across the curriculum

Staff Questionnaires

Our children will:

Make great progress and have high standards of achievement and attainment	Have a need for a healthy life style, a balanced diet, positive growth mind-set and the resilience to persevere with activities that may be once have felt too difficult	Be respectful of themselves and demonstrate excellent behaviour
Be confident, positive and independent learners with high aspirations	Have mental wellbeing and make healthy lifestyle choices	Participate in the community and have excellent attendance

Work Sample Analysis:	What do our photos and videos show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?