Physical Education

Subject overview (inc. cultural capital) ……………………………………………………………………………………………………………………………………………….121

Year 1 – 6 skills and knowledge progression and coverage ....……………………………………………………………………………………………………………..122

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| Subject Lead |  |
| Emma Seymour  |  |
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2 |
| Reception | Multi Skills | Multi skills | Dance | Dance | Athletics | Athletics |
|  | Team games |  |  | Ball skills | Bat and ball games |
| 1 and 2 | Multi Skills | Gymnastics | Dance | Dance | Athletics | Athletics |
| Ball skills | Ball skills | Swimming | Bat and ball games | Bat and ball games |
| 3 and 4 | Tag Rugby/Netball | Gymnastics | Basketball | Dance | Athletics | Athletics/OAA |
| Swimming | Football | Netball | Rounders | Kwik Cricket |
| 5 and 6 | Netball | Basketball/Sports Hall Athletics  | Gymnastics | Dance | OAA | Athletics |
| Cross Country/ Fitness | Football | Games for Understanding | Games for Understanding | Rounders | Kwik Cricket |
| Intra-school competition | Multi skills Yr6 lead | Gymnastics Rec and Yr 1 | Netball KS 2 | Dance FestivalAll | Rounders KS 2 | Sports DayAll |
| **Why we learn PE at Ewelme C.E. Primary School** | **Cultural Capital** |
| To develop in our children:* A love of physical activity and sport that they will take in their futures.
* A full understanding of the importance of physical activity in promoting their own mental and physical health and well-being.
* Confidence in their own achievements and abilities and becoming the best they can be.
* Confidence to try out new things and take on new challenges.
* The school values of being ready, respectful, resilient, responsible and reflective.
* Progressive development of physical literacy as defined by The International Physical Literacy Association, May 2014 - “Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life.".
* An experience of a broad range of games and activities.
 | * Confident, cooperative, determined, team-players and leaders.
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|   | Reception | Year 1/2 | Year 3/4 | Year 5/6 |
| Development of the 5Rs | Ready - Having correct kit and on timeResilience - Will persevere with difficult tasks.Respect - Themselves and others spaceResponsible - For themselves and equipmentReflective - Can see how well they have done | Ready - Having correct kit and on timeResilience - Will persevere with difficult tasks. Start to analyse own performancesRespect - Themselves, others space, equipment and simple rulesResponsible - For themselves and equipmentReflective - Can see how well they and others have done | Ready - Having correct kit and on timeResilience - Will persevere with difficult tasks. Start to analyse own and others performances.Respect - Themselves, others space, equipment and all games rulesResponsible - For themselves, equipment and teamReflective - Can see how well they and others have done and make suggestions for improvement  | Ready - Having correct kit, on time and help with equipment.Resilience - Will persevere with difficult tasks. Analyse own and others performances and give constructive feedback.Respect - Themselves, others space, equipment and all games rules.Responsible - For themselves, equipment, team and class.Reflective - Can see and articulate how well they and others have done and make suggestions for improvement.  |
| Physical literacy | Develop fundamental movement skills of agility, balance and coordination. Become increasingly competent and confident across a broad range of opportunities. | Extend agility, balance and coordination, individually and with others.Able to make simple decisions and be aware of what they need to improve.Be creative in their skill development and use.Keen to participate in activities and clubs at school and in community | Continue to apply and develop a broader range of skills.Be creative with their skills.Develop flexibility, strength, technique, control and balance.Learn how they can improve in activities. Start to evaluate own and others performances. Develop communication and teamwork.Keen to participate in activities and clubs at school and in community | Continue to apply and develop a broader range of skills.Use these skills in different ways and continue to be creative.Develop flexibility, strength, technique, control and balance.Understand how to improve in different activities and sports.Learn how to evaluate and recognise their own success.Should enjoy communicating and collaborating with each other.Keen to participate in activities and clubs at school and in community |
| Games Awareness  | Small team games and sticking to the rules.Engage in competitive (against self and others). | Introduction of some team sports with attacking and defending roles.Engage in competitive (against self and others) and cooperative physical activities in a range of increasingly challenging situations. | Development of team games and sports, the positions, tactics and game play.Engage in competitive (against self and others) and cooperative physical activities  | Ability to play full sports with rules and take role of coach and umpire/referee.Lead in competitive (against self and others) and cooperative physical activities. |
| Health and wellbeing  | Understand how physical activity changes the body.Make good choices to be active | Understand the differences between activities and the effects on the body and mind. | Understand the benefits of activity on well being and so make good choices. | Can develop their own fitness regime. Will choose what activities make them feel good. |
| Vocabulary | Balance, control, speed, travelling, safety, direction, control, pathways, jump, hop, catch, throw, repeat, copy,  | + Body tension, sequence, motif, sprint, introduction of sport specific terms. | + fluency, gesture, stamina, passing, receiving, attacking, defending, pivot, dribbling, all sport specific terms | + accuracy, weave, dodge, control, rebound, umpire, referee, coach, all sport specific terms |