

**Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. At Bentfield, we recognise the contribution of physical education to the health and well-being of our pupils. We believe that an exciting, varied P.E. curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of our children.

Aims

The school's curriculum for physical education aims to ensure that all pupils:

- 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

Organisation

- To support our planning of lessons our school uses Champions, a learning programme developed by Rising Stars, and we also refer to the USSP (Uttlesford School Sports Partnership) calendar of events as a basis for our teaching and learning. Throughout the year, all age ranges in the school are given the opportunity to take part in a wide variety of sporting tournaments and events through the USSP.
- Physical Education is taught in discrete half termly or termly topics, though opportunities for cross curricular study are always explored.
- The curriculum's main focus is on the skills necessary to improve ability in a range of sporting activities and it is organised accordingly. However, there may be times where a specific event or tournament requires an exact focus on one particular sport.
- Our Primary School Sport's Funding enables us to continue and extend our provision through employing additional sports professionals, entering into more competitive sports competitions and training our staff to deliver in-house quality P.E. sessions.

Skills Progression

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion Games	Explore different ways of using a ball and ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body Develop simple attacking and defending techniques Participate in simple team games Play a variety of running and avoiding games	Pass and receive a ball in different ways with control and increased accuracy Recognise the best ways to score points and stop points being scored Use different rules and tactics for attacking and defending Know how to make it difficult for opponents Keep the ball and find best places to score	Improve accuracy of passes, and use space and tactics to keep possession better (receive and support) Remain in control of the ball while travelling and know what to do after it has been passed Know what to think about when a team has and hasn't got the ball Understand patterns of play, e.g. where players should be if the ball is in a certain position	Play small sided games (3 vs 1, 4 vs 1) and explain how to use the space, keeping possession and score in targets Choose and adapt their techniques to keep possession and give their team the chance to shoot Plan similar ideas and tactics across invasion games Know what rules are needed to make games fair	Play invasion games on a larger scale Show ways to keep the ball away from defenders; learn how to shield the ball Change speed and/or direction with the ball to get away from defenders Shoot accurately in a variety of ways Mark an opponent effectively	Understand different ways of attacking and defending and encourage them to use their positions for their team carefully Understand different ways to attack and defend Choose right formations and tactics for attack and defence Know how they support other players in attack and defence
Striking and Fielding Games	Demonstrate how to stand ready as a fielder and how to get in line with a ball to stop or catch it Cushion and stop a ball with cupped hands Strike stationary balls with a variety of equipment	Demonstrate how to hold different bats or rackets, and how to stand whilst hitting a stationary or moving ball Participate in team games that involve basic hitting or fielding skills, e.g. three tees	Look for and find space when hitting the ball Throw the ball accurately when bowling Work as a team whilst fielding, e.g. discussion between bowler, fielders and wicket keeper or back stop	Retrieve, intercept and stop a ball when fielding Demonstrate how to get their body behind the ball, e.g. crouch to create a larger blocking area Keep, adapt and make rules for striking and fielding games	Demonstrate how to place their feet and position their bodies to bowl a ball Bowl with overarm and underarm actions Use different ways of hitting the ball and hit the ball away from fielders	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding Develop the range and consistency of their skills, especially in specific striking and fielding games

Net and Wall Games	Throw and catch balls and other equipment with increasing control and accuracy Play small games using throwing and catching skills Play a variety of running and avoiding games	Use skills to play end to end games and games over a barrier Play larger games using throwing and catching skills Understand rules about games and why these are important	Practise throwing and catching with a variety of different balls and using different types of throwing Know how to hold a racket and be able to hit a ball/object with a racket Use different shots, such as forehand and backhand	Vary strength, length and direction of throw Understand how to make it difficult for an opponent to receive the ball Understand where to stand when receiving Understand attack and defence tactics of net and wall games Play a co-operative rally	Hold and swing racket and know where to stand on the court when hitting, catching and receiving Hit the ball on both sides of the body and above head Use different types of shots during a game Devise scoring systems and court adaptations for games	Hit the ball in the court away from the opponent, knowing how to outwit them using speed, height and direction of ball Know where to stand when attacking and defending Understand which practices help with precision and consistency, and speed about the court
Swimming			Swim with increased confidence, competency and proficiency building up to 25 metres Work on developing a range of different strokes, including techniques for breathing Swim on the surface and below the water Perform a self-rescue	Swim confidently, competently and proficiency over a distance of 25 metres Use a range of strokes effectively such as breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming Perform a self-rescue in different water-based situations		

Gymnastics	Move between mats and small apparatus and change the speed of movement Learn a variety of basic gym actions. Be still in different body shapes and balances and combine different ways of travelling Recognise how it feels when the body is tense Handle apparatus safely	Use imagination to find different ways of using the apparatus Form simple sequences of different actions using floor and apparatus Have a clear start, middle and end Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction	Develop and perform actions Link different balances moving in and out of positions of stillness Transfer weight smoothly from one part of body to another Use actions on floor and over, through, across and along apparatus Perform easy combinations of contrasting actions	Devise, perform and repeat sequences that include travel, body shapes and balances Include changes of dynamics in sequences Adapt sequences to include apparatus and to suit partner or small group Practice and concentrate on quality of movement	Explore range of symmetric and asymmetric actions, shapes and balances Control actions and combine them fluently Be aware of extension, body tension and control Move from floor to apparatus, change levels and move safely Combine movements with others in a group (matching and mirroring)	Make up complex sequences and adapt them to different apparatus layouts Use combinations of dynamics (pathways) to use space effectively Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Know how gymnastics promotes strength, power and suppleness
Dance	Learn basic movements relating to feelings Perform dance movements and basic routines using simple movement patterns Show that they have a clear starting and finishing position and respond to different music showing a range of emotions	Remember and repeat simple dance phrases and perform dances using simple movement patterns Link together dance moves with gestures and change speed and direction in time to the music	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement Use knowledge of dance to create a story in small groups Perform in front of others with confidence	Explore and create characters and narratives in response to a range of stimuli Identify and practise the patterns and actions of a chosen dance style	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group Demonstrate an awareness of the music's rhythm and phrasing when improvising	Explore, improvise and combine movement ideas fluently and effectively Understand how a dance is formed and performed Evaluate, refine and develop their own and others' dances

Athletics	Learn skills of running, jumping and throwing with a range of equipment Vary speed of running based on commands given Use comparative language e.g. faster, longer, and be able to physically demonstrate this	Remember, repeat and link combinations of actions Use their bodies and a variety of equipment with greater control and co-ordination Explore and throw a variety of objects with one hand Jump from a stationary position with control Change speed and direction whilst running	Run at fast, medium and slow speeds Use different take off and landings when jumping, and develop jumping for distance and height Take part in a relay activity, remembering when to run and what to do Throw a variety of objects, changing my action for accuracy and distance Record my distances, scores and times	Demonstrate the difference between sprinting and running over varying distances. Demonstrate different throwing techniques Jump for distance and height with control and balance Throw with some accuracy and power into a target area (using slinging, pushing and pulling actions) Combine basic actions and form simple jump combinations, e.g. hop, step, jump	Choose the best pace for a running event and sustain pace over longer distances Perform a range of jumps showing control with technique, e.g. correct take-off Show accuracy and good technique when throwing for distance Understand how stamina and power help people to perform well in different athletic activities	Develop consistency of actions in a number of events Use different techniques and speeds to improve athletic performances Throw with control, accuracy and efficiency Perform a range of jumps showing power, control and consistency at both take-off and landing Demonstrate a smooth baton exchange in a relay
Evaluating Performance	Explain why they enjoy playing games and physical activities Talk about what they have done and how they did it Watch others and describe what is happening	Watch others accurately; describe what they see and ask to copy others' ideas, skills and tactics Say what they find easy and what they find hard Say when a movement or skill is performed well	Describe what they do well in a game, what they need help with and what they need to practice Recognise what is successful and how to use this knowledge in their own play	Evaluate their own performance and what they need to practise to improve further Evaluate how successful their tactics have been; identify what they do that makes things difficult for their opponents	Identify parts of the game that are going well and parts that need improving Explain how confident they feel in different positions Compare and contrast similar performances	Evaluate strengths and weaknesses in their own and others' overall performances and suggest improvements Choose a focus for improvement, e.g. identify one or two aspects of the performance to practice and improve

National Curriculum objectives

	Key Stage 1	Key Stage 2
	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	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	

Unit Planner

Year	Units		
	Autumn	Spring	Summer
1	Gymnastics Multi-Skills	Dance Multi-Skills Athletics	Striking and Fielding Games (Three Tees Cricket) Athletics
2	Gymnastics Multi-Skills	Dance Multi-Skills Athletics	Striking and Fielding Games (Three Tees Cricket) Athletics
3	Swimming Net and Wall Games (Dodgeball) Archery	Gymnastics Sports Hall Athletics Invasion Games (Football and Tag Rugby)	Striking and Fielding Games (Rapid Fire Cricket) Net and Wall Games (Tennis) Athletics
4	Swimming Net and Wall Games (Dodgeball) Archery	Gymnastics Sports Hall Athletics Invasion Games (Football and Tag Rugby)	Striking and Fielding Games (Rapid Fire Cricket) Net and Wall Games (Tennis) Athletics
5	Gymnastics Invasion Games (Football and Tag Rugby) Net and Wall Games (Dodgeball) Archery	Dance Invasion Games (Netball and Hockey) Sports hall athletics	Striking and Fielding Games (Kwik Cricket and Rounders) Net and Wall Games (Tennis) Athletics
6	Gymnastics Invasion Games (Football and Tag Rugby) Net and Wall Games (Dodgeball) Archery	Dance Invasion Games (Netball and Hockey) Sports hall athletics	Striking and Fielding Games (Kwik Cricket and Rounders) Net and Wall Games (Tennis) Athletics

Knowledge Table (health and fitness)

Key Stage	Knowledge
Key Stage 1	• To describe how the body feels before, during and after an activity, e.g. breathing, feeling warmer etc. • To explain the basic things our bodies need to keep healthy. • To understand how to get ready for games, including correct use of clothing and footwear.
Lower Key Stage 2	• To explain why it is important to warm-up and cool-down. • To identify some muscle groups used in different sporting activities. • To explain why keeping fit is good for our health. • To explain what effect exercise has on the body.
Upper Key Stage 2	• To explain why regular exercise is good for their fitness, health and well-being. • To explain how the body reacts to different kinds of exercise. • To explain some important safety principles when preparing for exercise.

Conceptual Links

There are many aspects of this curriculum which will address the concepts of **creativity, freedom, health, happiness, flexibility, competition, problem solving and leadership.**

In addition to this more specific concepts can be linked to specific units, such as:

Mathematics- learning mathematics through physical education

Literacy- improving and developing verbal communication skills

Technology- development of pupil blogging and reporting on events

Health and well-being- promoting fitness and encouraging lifelong physical activity

Community and Belonging- friendship, participating in team games, belonging to a sport's club inside and outside of the school

Attainment levels in specific sports

Tennis		
Attainment 1	Attainment 2	Attainment 3
- You can play basic strokes, but your technique is not accurate and your shots lack depth. - Most of your rallies end in a mistake rather than a winning shot. - During a game you often become confused about positioning on court, especially in doubles. - You can recognise what is good tennis performance and use this to try and improve your own performance. - You can give reasons why a warm up is important before playing tennis.	- You can play a rally with basic strokes and reasonable technique, but mistakes often occur under pressure of a game. - You understand where your position should be at the serve, but during the game you often become confused about your positioning. - You can score a game but sometimes get confused. - You can describe what the effects of playing tennis can have on your body.	- You are starting to show good length and placement of basic strokes and your serve is generally consistent. - You show some control and shot selection when in a game but you still make some unforced errors. - You can comment on the strengths and weaknesses of another player's game. - You can perform a tennis specific warm up and cool down.
Hockey		
Attainment 1	Attainment 2	Attainment 3
- You understand how to grip the stick and can pass the ball with little technique and accuracy. - You have limited knowledge of the rules of the game but you appreciate the need to move forward in attack and back towards the goal in defence. - You can carry out practises and ideas given to you by others to help improve your play. - You can give reasons why a warm up is important before playing hockey.	- You can make accurate passes and some accurate longer passes. However, when receiving the ball from long distance you lack control. - You can dribble the ball effectively, though in a game situation the skills are less effective. You rarely beat a defender. - You can recognise what is good hockey performance and use this to try and improve your own performance. - You can describe what the effects of playing hockey can have on your body.	- You demonstrate a range of passing techniques and can control the ball when dribbling and receiving. - You are more effective in a game situation; you attempt to beat defenders using dodge techniques, though still with little success. - You can comment on the strengths and weaknesses of your own and others' performances and you can take on a variety of different roles such as the umpire, scorer or coach. - You can identify fitness needs of different roles in the game.

Netball		
Attainment 1	Attainment 2	Attainment 3
- You can attempt shoulder, chest and bounce passes but with little accuracy, power and consistency. - Your knowledge of the rules of the game is limited and there is little evidence of correct footwork in competitive situations. - You carry out practices and ideas given to you by others to help improve your play. - You can give reasons why warm up is important before playing netball.	- Your passing and catching skills show some improvement in accuracy and consistency and your footwork is generally good in a game. - You can apply simple dodging tactics in a game and select the appropriate pass for the situation. - You can recognise what is good netball performance and use this to improve your own performance. - You can describe what the effects of playing netball can have on your body.	- You now show fluency and accuracy in your netball play. - You have a basic understanding on attack and defensive principles and demonstrate knowledge of the rules and tactics. - You can comment on the strengths and weaknesses of your own and other players' game and can take on a variety of roles including the umpire, coach and scorer. - You can identify the fitness needs of the different roles in the game.
Football		
Attainment 1	Attainment 2	Attainment 3
- You can ask how you can improve. - You can dribble the ball slowly occasionally losing control of the ball. - You can pass the ball using inside of the foot with enough accuracy so that it occasionally goes to team mates. - You can control the ball with feet effectively.	- You can dribble the ball with moderate pace using both feet whilst keeping control. - You can pass the ball using inside and outside of the foot with a good display of accuracy and weight. - You control the ball with feet, thigh and chest effectively. - You can understand how to outwit and beat an opponent in a 1v1 situation. - You can turn with the ball showing control and agility.	- You can use a range of short and long passes with inside of foot, outside of foot and instep showing accuracy. - You can use a range of tackles (block, poke, and slide) to defend and dispossess opponents. - You can shoot accurately with some degree of power. - You can use your non dominant foot in game situations. - You can run, dribble and beat opponents with technique and skill.

Tag Rugby		
Attainment 1	Attainment 2	Attainment 3
- You have begun to use a two handed ball grip. - You can pass the ball on the move with some accuracy. - You receive a pass on the move showing knowledge of technique. - You pick a ball up from the floor with good technique. - You run sideways and forwards in when in possession of the ball.	- You pass with both hands accurately using pop pass and Pendulum pass in a game situation. - You understand and perform a try with variant methods of downward pressure. - You swerve and run at angles to avoid tackles. - You understand how spatial awareness in defensive and attacking positions differs.	- You can 'play the ball' effectively after being tackled, protecting the ball and acting quickly. - You tackle effectively from the front, side and the rear. - You attempt attacking plays such as loop, long loop and scissors in addition to using sidesteps to beat opponents. - You use a range of kicks (grubber, place, bomb, and punt) using only your dominant foot effectively in a game situation. - You take on roles in various positions, and overcome simple problems by adapting and responding to the height, speed and power of the ball as well as opponent.
Athletics		
Attainment 1	Attainment 2	Attainment 3
- You can perform the activity – throwing, jumping or running – slowly. - You display confidence to participate in a variety of athletic activities. - You co-ordinate body parts in an attempt to perform a jump, throw and running event. - You describe the differences between sprinting and distance running.	- You can perform the activity – throwing, jumping or running – with pace. - You use some of the rules to the baton change over. - You show some drive from arms and legs. - You plan how to run races over different distances with the use of basic tactics such as pace.	- You apply and demonstrate basic safety principles when throwing, retrieving objects, jumping and running. - You describe why regular athletic exercise is good for your health and wellbeing. - You refine your skills to improve performance such as running style (stable head), throwing technique (correct grip), and run up (correct shape). - You develop your use of speed; take off, flight and landing when jumping.

Cricket		
Attainment 1	Attainment 2	Attainment 3
• You can throw and catch a ball to yourself. • You have a basic technique when throwing a ball and catching a ball. • You attempt to perform a long barrier to collect the ball. • You hold the bat with your dominant hand at the bottom	• You throw a ball underarm and over arm with accuracy over a short distance. • You can bowl under arm effectively at a target. • You perform a long barrier effectively. • You hit the ball into the air. • You have a good batting stance and play balls with a straight bat.	• You can catch balls consistently at various heights and speeds. • You over arm bowl with a run up and a degree of accuracy, showing good line and length. • You play shots with a straight bat and an effective cross bat to the appropriate bowl/ball. • You can 'walk in' when bowling. • You pick up a ball one handed on the run and throw effectively/appropriately (skittle or over arm).

PE Curriculum Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attacking Defending Equipment Control Accuracy Apparatus Routine Warm-Up Fitness Pass Sequences Balance	Receive Rules Tactics Fielding Attacking Defending Barrier Agility Co-ordination Gestures	Movement Strike Obstacle Opponent Co-operate Team work Pivot Direction Fluency Perform Evaluate Reflect	Space Techniques Invasion Retrieve Intercept Dynamics	Adaptations Symmetric Asymmetric Extension Improvise Stamina Compare Contrast	Formations Tactic Strategies Combinations Possession Flexibility Repossession