



PE

Overview



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The Curriculum – our approach

Appleton Primary School strives to drive the curriculum through a love of reading. We are creating opportunities for our children to become aspirational in all areas of their lives through a structured build-up of knowledge and skills. We are committed to meeting the needs of all the children in our school. We offer a curriculum which remove barriers to learning by being broad and balanced and building on the knowledge, understanding and skills of the children, whatever their starting points, as they progress through our Foundation Unit and each Key Stage. Our aim is for children to be successful, resilient, independent and motivated learners in readiness for their next stage of education and beyond.

Using the children's interests through talking to pupils, their families and the local community we ensure we capture the enthusiasm of the children to take their development forward. We have a two-year programme of 6 themes across the year groups which captures the children's imagination and interests and ensures that there is a progressive sequence of skills and knowledge based on the National Curriculum. Each theme is supported by an appropriate text to nurture the children's love of reading and quest for knowledge. Our teaching sequences ensure that we teach skills and knowledge and provide sufficient opportunities for pupils to apply these independently. Through the consistent use of assessment, we can identify and address misconceptions to ensure learning is securely embedded and children can remember what they have learned.

At Appleton, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that reflect the individual needs of children, appropriate to their level of ability. For some pupils with additional needs, there are times when the curriculum will need to be adapted to best meet their needs.

We will ensure our pupils have a wide range of cultural experiences and develop an understanding of opportunities available to them, so they leave us with high aspirations. We endeavour to introduce our whole community to the rich and diverse world in which we live in. To achieve this we promote tolerance and respect towards others in our both community and society as a whole using our PSHE programme, which runs throughout the school. Successes are celebrated and children are taught respect, empathy and fundamental British values and how they can contribute to our “Appleton family” and the wider world in which we live.

Our Curriculum Drivers

Reading is the key for learning

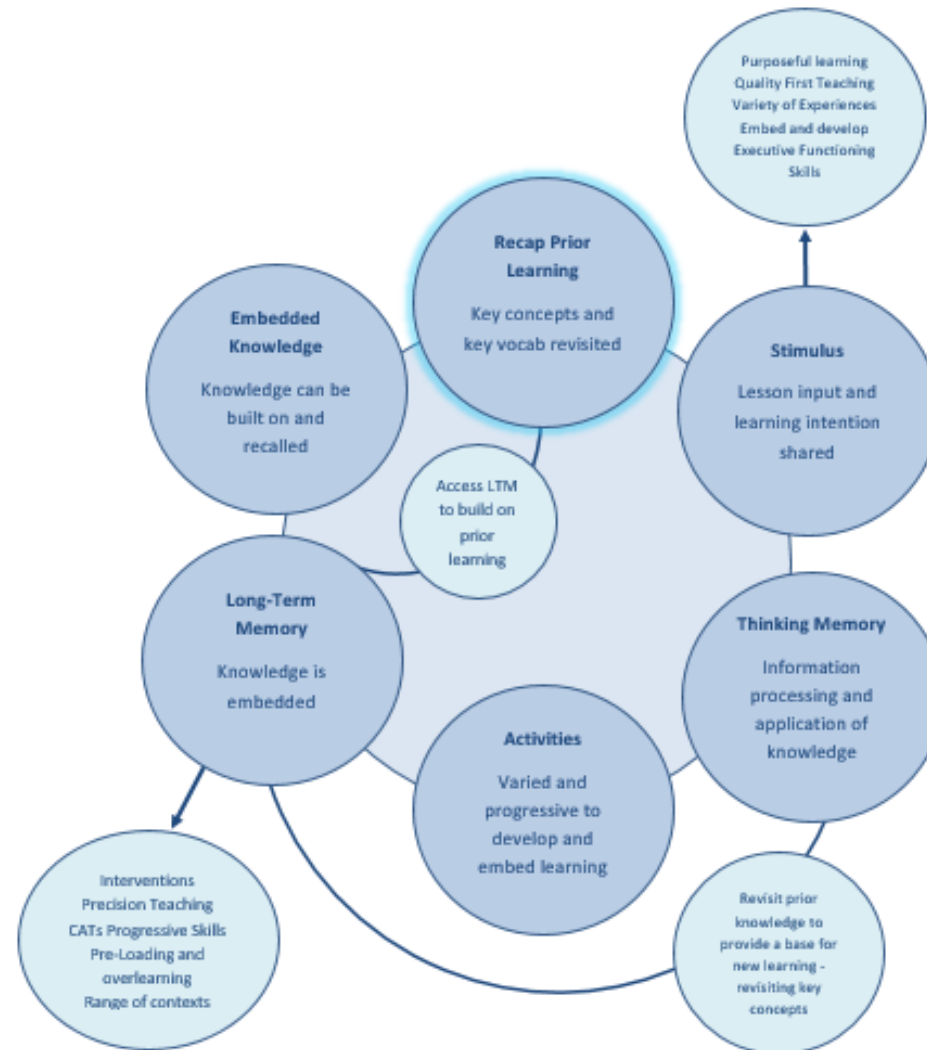
PSHE through developing resilience and promoting wellbeing our pupils can learn

Vocabulary we aim to extend pupils' language to enable them to learn from a wide range of experiences in our language rich curriculum

Fundamental Values promoting empathy and British values are at the core of our “Appleton family” approach.

Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential. Fundamental to our model is “grow what you know” and retrieval of prior learning.



A Broad and Balanced Curriculum at Key Stage 2







We ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine.

Reading, Writing and Maths are taught daily. Pupils who need phonic support continue on the Read Write Inc. and Fresh Start programmes. Science and PE are taught for 2 hours each week. RE and PSHE are taught for 1 hour each week. Foundation subjects are blocked over half term units. Y4 and 5 have Wider Opportunities for Music taught by a brass specialist. PE specialists and sport organisations regularly visit the school to teach pupils in lessons.

Key Concepts (Big Ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Thus they will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn.

Physical Education

					
Athletics	Dance and movement	Gymnastics	Team games	Outdoor adventurous activities	Swimming

Key concepts (Big Ideas) in Physical Education

Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.

Through different units of work we develop:

- **Motor competence:** developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities
- **Rules, strategies and tactics:** these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy
- **Healthy participation:** the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups

They will develop their abilities in **performance** by using their knowledge of motor competence. They will develop their **creativity** by exploring and experimenting with techniques and tactics and learn how to **evaluate** and analyse games and performances.

In all units of work, pupils will be taught

- **Declarative knowledge** eg: knowing how to perform movements or actions, knowing rules, strategies and tactics for the activity
- **Procedural knowledge** eg: knowing how to apply their knowledge to sequences, routines or games

Athletics



Pupils will develop increasing competence in the techniques of running, jumping, throwing and catching.

Dance and movement



Pupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.

Gymnastics



Pupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.

Team games



Pupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attacking and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football, netball and hockey, and **net & wall games** such as tennis, badminton and table tennis).

Outdoor adventurous activities







































Pupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.



Swimming







Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.


KEY CONCEPTS YEAR GROUP MAPPING

	Autumn	Spring	Summer
EYFS	 Ball skills	 Bikes and scooters	 Games
Year 1	 Invasion/Ball skills	 Weather  Net and Wall	 Striking and fielding
Year 2	 Invasion/Ball Skills	 Secret garden  Net and wall	 Striking and fielding
Year 3	 Machines  Rugby	 Football  Cricket  Tennis	 Tennis
Year 4	 The Spy  Rugby	 Football  Cricket  Tennis	 Swimming  Tennis
Year 5	 Dance by Chance  Rugby	 Football  Cricket  Tennis	 Tennis
Year 6	 Stamp, clap  Rugby	 Football  Cricket  Tennis	 Tennis

Knowledge and skills sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics 	To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	<p>To be able to move by running and jumping with control and care</p> <p>To be able to explore throwing and catching using a range of techniques</p>	<p>To master basic throwing and catching.</p> <p>To master basic running and jumping</p>	<p>To show control, accuracy and coordination within running and jumping movements at different speeds</p> <p>To be able to take part in a relay, remembering when to run and how to work within a team</p>	<p>To be able to run over a long distance and sprint a short distance and understand the different techniques needed</p> <p>To be able to throw in different ways and hit a target</p> <p>To be able to jump in different ways</p>	<p>To be able to control my body when taking off and landing</p> <p>To be able to throw with accuracy</p>	To be able to combine a range of running, jumping, throwing and catching techniques with control.
Dance and movement 	To progress towards a more fluent style of moving, with developing control and grace	To be able to copy, learn and perform some dance moves	<p>To be able to change rhythm, speed, level and direction in my dance</p> <p>To be able dance with some control and coordination</p> <p>To be able to perform dances using simple movement patterns</p>	<p>To be able to improvise freely and translate ideas from a stimulus into movement</p> <p>To be able to share and create phrases with a partner and small group</p> <p>To be able to repeat, remember and perform phrases</p>	To be able to use dance to communicate an idea through a range of movements and patterns	<p>To be able to compose my own dances in a creative ways</p> <p>To be able to perform to an accompaniment</p> <p>To be able to perform a dance which shows clarity, fluency, accuracy and consistency</p>	<p>To be able to develop sequences in a specific style</p> <p>To be able to choose my own music and style</p> <p>To be able to perform dances using simple movement patterns</p>

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Team Games 	(Striking and fielding)	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	<p>To be able to move and stop safely</p> <p>To be able to throw underarm</p> <p>To begin to catch more consistently</p> <p>To be able to strike with a racket or bat</p>	<p>To be able to send and receive</p> <p>To be able to decide the best space to be in during a game</p> <p>To be able to follow rules</p> <p>To use hand-eye coordination to control a ball</p> <p>To be able to catch a variety of objects</p>	<p>To be able to throw and catch with control</p> <p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to catch with one hand</p> <p>To be able to hit, bowl, throw and catch with increasing accuracy</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game</p>	<p>To be able to use a range of techniques when fielding</p> <p>To be able to hit, throw, bowl and catch accurately and with control</p>	<p>To be able to play competitive games to agreed rules</p> <p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team</p> <p>To be able to use a range of techniques with confidence and skill in a game situation</p>
	(Invasion)	To be able to combine different movements with ease and fluency	<p>To be able to move and stop safely</p> <p>To be able to throw and kick in different ways</p> <p>To be able to stop a ball</p>	<p>To be able to throw, hit or kick a ball with increasing accuracy</p> <p>To be able to decide the best space to be in during a game</p> <p>To be able to use tactics in a game when attacking and defending</p> <p>To be able to follow rules</p>	<p>To be aware of space and use it to support team-mates and to cause problems for the opposition</p> <p>To know and use rules fairly</p>	<p>To be able to pass, throw and catch accurately with control</p> <p>To be able to keep possession of the ball</p> <p>To be able to vary my tactics and adapt my skills depending on what is happening in a game</p>	<p>To be able to gain possession by working as part of a team</p> <p>To be able to pass in different ways</p> <p>To be able to choose a tactic for defending and attacking</p> <p>To be able to use a number of techniques to pass, dribble and shoot</p>	<p>To be able to play competitive games to agreed rules</p> <p>To be able to explain rules to others</p> <p>To be able to communicate a plan to my team</p> <p>To be able to use a number of techniques to pass, dribble and shoot with control and accuracy</p> <p>To be able to apply basic principles suitable for attacking and defending</p>

<p>Team Games (Cont..)</p> 	<p>(Net / Wall)</p>				<p>To be able to throw and catch with control</p> <p>To be able to serve underarm</p> <p>To be able to build up a rally</p>	<p>To be able to play a variety of shots</p> <p>To demonstrate and use the correct grip on a racket</p> <p>To develop greater accuracy of strokes</p>	<p>To develop techniques for ground strokes and volleys</p> <p>To develop a backhand technique and use it in a game</p> <p>To be able to serve overarm</p>	<p>To know where a shot should be aimed and show increasing accuracy</p> <p>To use good hand/eye co-ordination when playing and serving</p> <p>To use different shots in a game situation to outwit an opponent</p>
<p>Gymnastics</p> 	<p>To develop overall body-strength, balance, co-ordination and agility</p>	<p>To be able to make my body curled, tense, stretched and relaxed</p> <p>To be able to control my body when travelling and balancing in different ways</p>	<p>To be able to plan and perform a sequence of coordinated movements including a balance</p> <p>To be able to use balance, agility and coordination in a range of activities</p>	<p>To adapt sequences to suit different types of apparatus and criteria</p> <p>To be able to explain how strength and suppleness affect performance</p> <p>To be able to compare and contrast gymnastic sequences</p>	<p>To include change of speed and direction with control</p> <p>To include a range of shapes in a sequence</p> <p>To be able to work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>To be able to make complex extended sequences</p> <p>To combine action, balance and shape</p> <p>To perform consistently to different audiences</p>	<p>To develop technical sequences in a specific style</p> <p>To be able to demonstrate flexibility, strength, control and balance in a sequence of movements</p>	
<p>Outdoor adventurous activities</p> 				<p>To be able to follow a map in a familiar context</p> <p>To be able to use clues to follow a route safely</p>	<p>To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others</p> <p>To be able to follow a route within a time limit</p>	<p>To confidently orientate myself and others to solve problems in unfamiliar environments</p> <p>Follow a map into an unknown location</p> <p>Use clues and a compass to navigate a route</p>	<p>To be able to plan route and a series of clues for someone else</p> <p>To be able to take part in outdoor and adventurous activity challenges both individually and in a team</p>	

Swimming 				To be able to use a range of strokes effectively To perform safe self-rescue in different water based situations To swim competently, confidently and proficiently over a distance of at least 25m			

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of second order concepts and how these apply to PE is provided below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
PE			Tactics, strategy, planning ahead		Following rules, being safe, keeping fit and healthy	Communicating with others, making decisions, presenting	

