**Cogenhoe PE Curriculum Overview**

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| **EYFS** | | |
|  | **Physical Development**  **ELG: Gross Motor Skills** - Children at the expected level of development will:   * Negotiate space and obstacles safely, with consideration for themselves and others; * Demonstrate strength, balance and coordination when playing; * Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | **ELG: Managing Self** - Children at the expected level of development will:   * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.   **ELG: Being Imaginative and Expressive**  Children at the expected level of development will:   * Perform songs, and – when appropriate – try to move in time with music. |
|  | **KS 1** | **KS2** |
| **National Curriculum objectives** | 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. | Key stage 2 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. |

**Curriculum Aims**

**Values**

* Children will show respect, sportsmanship and fairness towards their peers and competitors, both inside PE lessons and when representing the school in competitions.
* Children will be responsible participating in many different roles as a player, umpire and coach.
* Children will use show resilience when they are learning a new skill or sport.
* Children will work together in team games and sports.

The national 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.

**End of each key stage**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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| **Key Concepts in Physical Education** | |
| **Acquisition of Skills (ABC)** | Agility: Children can move around the space with ease and speed to change the dynamic of the game/activity.  Balance: Children can confidently complete a series of balances with an engaged core throughout.  Co-ordination: Children can move in the correct way around the space and are able to use body parts required for sports/activities.  Use these skills in different ways and to link them to make actions and sequences of movement. |
| **Cooperation** | Engage in physical activities whilst communicating, collaborating, working as a team including a mixture of abilities. |
| **Games and challenges** | Opportunities to compete in various challenges, apply skills, build character, and embed the school values individually and with others during a competitive game.  Challenging themselves within a safe environment regardless of the result.  Giving children the chance to reflect on their performance and understanding of how to improve in different sports. |
| **Health and Fitness** | Pupils to become knowledgeable and physically confident in ways to support their physical and mental health impacting on their fitness now and in future lives. |

**Long Term Plan – The PE Hub**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **EYFS** | Body management | Co-operate and solve problems | Dance | Gymnastics | Manipulation and Co-ordination | Speed, Agility and travel |
| **Year 1** | Attack, Defend, Shoot | Dance | Gymnastics | Hit, Catch, Run | Send and Return | Run, Jump, Throw |
|  |  |  |  |  | Tennis | Tennis |
|  |  |  |  |  | Cricket |  |
| **Year 2** | Attack, Defend, Shoot | Dance | Gymnastics | Hit, Catch, Run | Send and Return | Run, Jump, Throw |
|  |  |  |  |  | Tennis | Tennis |
|  |  |  |  |  | Cricket |  |
| **Year 3** | Football | Gymnastics | Dance | Hockey | Tennis | Tennis |
|  | Tag Rugby |  | Handball/Boccia | Netball | Cricket | Athletics |
|  |  |  |  |  | Swimming | Rounders |
| **Year 4** | Football | Gymnastics | Dance | Hockey | Tennis | Tennis |
|  | Tag Rugby |  | Handball/Boccia | Netball | Cricket | Athletics |
|  |  |  |  | Swimming | Lacrosse | Rounders |
| **Year 5** | Football | Gymnastics | Handball / Boccia | Hockey | Tennis | Tennis |
|  | Tag Rugby | Dance | Swimming | Netball | Cricket | Cricket |
|  |  |  |  |  |  | Athletics |
| **Year 6** | Football | Gymnastics | Dance | Hockey | Tennis | Tennis |
|  | Tag Rugby | Swimming | Handball / Boccia | Netball | Cricket | Cricket |
|  |  |  |  |  |  | Athletics |

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| **Progressions of Skills** | | | | | | | | |
| **Year Group** | | **R** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Learning Objectives** | **Knowledge**  **Dance**  **Gym**  **Games/**  **Hit Catch Run/ Send and Return/**  **Attack Defend, Shoot**  **Athletics/**  **Run Jump Throw**  **OAA**  **Swimming**  **Body Management/ Speed, Agility Travel/**  **Manipulation and Coordination/ Cooperate and Solve Problems** | Dance  I can link colours to feelings. I know how to explore animal movements and levels.  Gymnastics  I know how to adapt instructions to physical actions.  I know how to develop take- off and landing position for jumps.  Body Management  I can list different ways to move.  I can name different types of apparatus.  Speed, Agility, Travel  I know how to demo agility in variety of games.  I can recognise and follow instructions.  Manipulation and Coordination  I know how to coordinate limbs to carry out defined movements and actions. Cooperate and Solve Problems  I know how to keep my heart rate high.  I know different ways to travel. | Dance  I understand that a dance has a start, middle and end  I know how to explore space within their dances and movements  Gymnastics  I use words such as rolling, travelling, balancing, climbing  I can identify risks of working on and around apparatus  Hit, Catch, Run  I know how to identify when a point has been scored and keep count of the score  I can show an understanding of techniques to track and stop balls. I know what's practical and what's not.  Send and Return  I can describe how I worked with my partner to send and receive  I am confident to explore different actions such as hitting other types of targets  Attack, Defend, Shoot  I recognise rules and apply them in competitive and cooperative games  I can make decisions about how to defend a target Run, Jump, Throw  I can demonstrate awareness for the need to improve and attempt to improve  I can recognise and implement concepts such as waiting your turn  I can select the correct skill for the situation | Dance  I can confidently perform in front of others  I can select movements that show a clear understanding of the theme/story/idea of the dance  Gymnastics  I can perform with some control and consistency, basic actions at different speeds and on different levels  I can explain what I are looking for when judging Hit, Catch, Run  I can make choices about where to hit the ball  I can make tactical decisions about where to position myself in the field  Send and Return  I can decide on and play with the dominant hand  I can recognise when a ball has landed 'in' and 'out' of the boundaries  Attack, Defend, Shoot I know how to look for  space to pass into or run to receive  I can recognise you sometimes need to stay within a defined area Run, Jump, Throw  I know how to make choices about appropriate throws for different types of activity I can identify areas of actions that need improvement, e.g. power in throws to throw further | Gymnastics  I know how to modify actions independently using different pathways, directions and shapes  I can identify similarities and differences in sequences  Football I know how to show basic control skills, send the ball with accuracy, maintain possession and implement basic football rules. Basketball  I know how to implement some basketballl rules in games  I can use individual strengths to my advantage Hockey  I can recognise key features of a hockey stick, including how to hold it and use the flat side  I know how to play using basic hockey rules Tennis  I can keep count/score of a game  I can describe different types of shots using the terms short, long etc Athletics  I can take part in basic scoring of different events When questioned, I can show understanding of my role in team relay performance  I can compete with others and record points | Dance  I can demonstrate and discuss performance skills  I remember movements and routines from previous weeks  **Rounders**  I can play in a game using rounders scoring system  I can choose where to direct a hit from a bowled ball  **Volleyball** Implement the basic rules of pairs volleyball and develop tactics to apply them competitively.  **Tag Rugby** I can consistently perform basic tag rugby skills. I can implement rules and develop tactics in competitive situations. I can increase speed and build endurance during game play.  Athletics  I can decide on ways to improve, run, jumps and throws and implement changes  I can compare different throws when using various equipment  OAA  Identify what they have done well and suggest ways to improve  Work out answers from clues, working independently from the teacher | Gymnastics  I can select a component for improvement and use guidance from others to do so  I can take the lead in a group  **Cricket** Link a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in a game situation. Recognise how aspects of fitness apply to cricket. **Football**  I can select an appropriate conclusion to run, e.g. shoot, pass, dribble further I can play in a formation,  e.g. diamond Swimming  I know how to attempt a surface dive  I know how to enter and exit the water in a variety of ways | Dance  Warm-up and cool down independently  Interpret different stimuli with imagination and flair  Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances  **Badminton**  Make appropriate choices in games about the best shot to use  Explain some of the tactics used in badminton  Tennis Begin to use tennis scoring systems and apply the correct rules. Continue developing knowledge of double plays. Discuss and apply a range of tactics. Tag Rugby Choose and implement a range of strategies and tactics to attack and defend. Observe, analyse and recognize good individual and team performances.  Athletics  Accurately and confidently judge across a range of athletics activities  Record accurately scores given in a variety of events  OAA  Use knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately |

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|  | Skills  Dance Gymnastics Games/  Hit Catch Run/ Send and Return/  Attack Defend, Shoot Athletics/  Run Jump Throw OAA  Swimming Body Management/ Speed Agility Travel/  Manipulation and Coordination/ Cooperate and Solve Problems | Dance  Replicate actions in larger groups.  Sequence work.  Explore leader or follower work.  Gymnastics  I can transfer and move small equipment.  I can move through and under apparatus.  I can copy and repeat actions.  Body Management  I can work with others to move through hoops.  I can reach, stretch, and retrieve objects.  I can use steps, strides, bounce, hop, bridges and tunnels.  I can travel over apparatus. Speed, Agility, Travel Perform fast and slow movements.  Show control to stop and perform actions Experiment with starting and stopping positions. Manipulation and Coordination  Replicate bilateral movements.  Make contact with ball with legs and feet.  Practice hop, step, jump sequence.  Cooperate and Solve Problems  Work as an individual and part of a group to match. Travel and follow travel trails as an individual.  Work cooperatively to form shapes. | Dance  Simplistically use concepts such as unison and mirroring in dance, copying examples  Perform basic body actions along with music Remember and repeat simple movement patterns  Move with control and show spatial awareness  Show strength and flexibility during different types of activity such as movement phrases or starter activities Work with a partner to use repeating motifs in dance movement phrase  Tap into emotions to respond to the feelings in the music by translating to body movement Gymnastics  Safely move and carry basic gym equipment such as mats and benches Recognise 'like' actions and link them together  Perform simple gymnastic actions and shapes  Make their body tense, relaxed, stretched and curled  Create an active journey using different body parts Value other's efforts when they perform; watch and listen  Hit, Catch, Run  Catch a medium-sized ball thrown over a short distance  Track balls and other equipment sent to them, moving in line with the ball to collect it  Run between bases to score points  Use a range of sending skills to put the ball into space Able to self-feed ball to hit off the hand and strike ball off a cone  Work collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep trying  Send and Return  With some accuracy and sensitivity, feed ball to a partner for them to hit  Score points against opposition over a line/net Chase, stop and control balls and other objects such as beanbags and hoops  Use coordination and agility to keep rallies going in pairs and small groups  Track balls and other equipment sent to them, moving in line with the ball to collect or return  Work with a partner to send and return an object and play in a simple rally Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace  Attack, Defend, Shoot Aim at targets and shoot from varying distances, defended and unopposed Roll, slide or throw a beanbag or ball with accuracy  Attempt to intercept and catch a thrown ball  Use change of direction and speed in open play  Come up with creative ways of manipulating different objects such as balls and beanbags  Work in collaboration with others to attack and score points  Show motivation to improve and attempt more difficult challenges  Run, Jump, Throw  Can start and stop at speed, run in straight lines using a variety of speeds  Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc.  Handle and throw a variety of different objects and attempt to throw for distance  Move a variety of objects quickly, showing a range of techniques  Developed agility and coordination skills to competently take part in a range of activities Participate as part of a team to compete in running relays Put in effort and stay motivated when challenged | Dance  Explore and use basic choreography, including levels, speed changes, unison and cannon Move with imagination responding to the music Plan a dance to have a  beginning, middle and end Show good timing with the music  Begin to use formations in a dance  Create a short, simple dance with a partner  Attempt to work as part of a group to perform a dance Gymnastics  Create and perform a simple sequence  Perform using recognised start and finish shapes Explore and practice transitions between elements  Demonstrate flexibility in movements  Perform a sequence using some apparatus  Reflect on their own performance and use a scoring system to judge performance  Work well with others to help improve each others' sequences/movements Hit, Catch, Run  Has developed hitting skills with a variety of bats Retrieve a ball back to base as part of a team  Practised bowling/feeding a ball to other players  Play as a batter, bowler and fielder  Run in a game to score points  Makes attempts to catch balls coming towards the player in games  Display sportsmanship when competing against others Work as a team to score runs  Send and Return Demonstrate basic sending skills in isolation and small games  Use correct grip to hold a tennis racquet  Hit a ball using hand consistency  Hit a ball using a racquet  with some consistency  Take part in a rally  Use a self-feed to start a game  Return a ball coming towards them using a hand or racquet  Play in modified games with others to send and return the ball over a line/net Work cooperatively with a partner to practise sending and receiving skills  Attack, Defend, Shoot Can send a ball using feet Can send a ball, varying distances using feet  Can receive a ball using feet Link combinations of skills,  e.g. dribbling and passing with hands in isolation and combination  Can send a ball using hands Can receive a ball using hands  Can play in a variety of positions in both defence and attack  Show awareness of teammates and opponents in games  Run, Jump, Throw Develop strength, agility, coordination and balance over a variety of activities Can negotiate obstacles showing increased control of body and limbs  Demonstrate different types of throws  Show quick feet actions for sprinting  Perform a variety of static and dynamic balances Work cooperatively to complete running and throwing tasks  Consider others when playing games to respect their space and boundaries | Football Use the inside of the foot to pass the ball. Trap a ball that is moving along the ground, with control.  Pass the ball accurately into space, over a short distance. Identify and move into space to receive the ball. Use the outside of the foot to control the ball and dribble. To cushion the ball when receiving.  Gymnastics  Perform sequences with contrasting actions Perform in unison with a partner  Remember and repeat sequences  Adapt basic sequences to include some apparatus Show body control in individual movements and sequences  Work as a group to create a basic sequence  Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle  Basketball  Can attempt 3 step rule with some confidence  Show correct catching ready position  Send the ball using different techniques  Attempt to intercept the ball from an opponent’s throw  Receive the ball with some consistency  Help team to create chances to score  Show support, encouragement and good sportsmanship  Hockey  Send the ball in isolation and in a game  Can show a defensive tackling position Receive a ball with some  Consistency Stop and control the ball and move into dribble Work the feet around the ball to avoid kicking it Work as a team to score points  Show support, encouragement and good sportsmanship  Athletics  Link running and jumping activities with some fluency and consistency  Control movements and body actions in response to specific instructions  Jump for height and distance with control and balance  Run at different speeds according to event and instruction  Throw a variety of objects using recognised throws Throw more accurately and over greater distances  Run as part of a relay team Identify how to improve their own, and others work and be tactful | Dance  Incorporate a freeze-frame into a dance  Dance using a variety of formations confidently Clearly show set start positions for the beginning of the dance  Perform with increasing musicality with control and confidence  Use transitions to move from different dance positions  Work as part of a group to listen to and give ideas Include unison and cannon in the dance sequence  **Rounders**  Run between posts making appropriate decisions Track and intercept the ball along the ground, sometimes collecting with one hand  Use underarm bowling action with some consistency  Play backstop role in small game situations **Volleyball** Learn the 3 principles of pairs volleyball. Move around the court and anticipate where the ball will land. Give our partners more time to react, by hitting the ball higher. Move to the net to receive the ball. Serve underarm with the correct volleyball technique. **Tag Rugby** Use accurate passes to create an attack. Pick the ball up from the floor and run to start an attack. Keep possession of the ball to build an attack. To evade being tagged. Use changes of speed to create gaps to run into. To create attacking opportunities in competitive games.Athletics  Demonstrate patience and determination  Show differences between sprinting and running speeds over a variety of distances  Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone  Perform a range of jumps with consistency, sometimes approaching jump with a run-up Compete in running, jumping and throwing activities and compare their performance with previous Work with others to score and record distance and times accurately  Develop control in baton exchange and analyse as a team how to improve handover  **OAA**  Use maps, symbols and compass confidently to navigate  Confidently undertake tasks with time limits and other restrictions  Remember and recall map symbols and additional relevant key information Work well as part of a team or group within well-defined role  Listen and be directed by others | Gymnastics  Create longer and more complex sequences and adapt their performances Attempt to perform more complex skills in isolation such as round-off  Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions  Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancing  Perform symmetry and asymmetry individually, in pairs and as a group Compare performances and judge strengths and areas for improvement  **Cricket** Work with a partner to score runs. Throw accurately over short distances to get batters out. Follow the path of the ball to catch as a wicket keeper. To overarm bowl with accuracy using a run-up. To play a forward defensive shot. To field with precision, to limit the runs scored by the batter.  **Football**  Receive the ball and turn Run with the ball with more control  Work with a partner to pass on the move  Apply goal side marking in a game  Play confidently in a variety of positions  Use individual skills to keep possession, explain how this helps the team  Use appropriate language to explain their attacking and defensive play  Swimming  Begin to use basic swimming techniques including correct arm and leg action  Attempt to use basic breathing patterns when swimming  Submerge, sink, roll and rotate underwater  Swim over greater distance of 10 and 20 metres with confidence in shallow water Work in collaboration to perform group challenges such as group floats | Dance  Use recognised dance actions and adapt to develop motifs and movement patterns  Show tension and extension in dance movements  Perform a duet including a range of elements  Show appropriate facial expressions and gestures Attempt to include dynamics in dance  When working in groups/pairs, take the lead suggesting ideas and refining actions of others  Work sensibly with others during contact and lift work  Badminton  Attempt more technical shots such as smash, where able use in a game  Apply a range of defensive tactics in a game, individually and with a partner  Begin to use full scoring systems  Begin to use doubles service rules  Use forehand, backhand and overhead shots with more confidence in games Develop doubles play further implement basic positioning tactics  Use speaking and listening skills to umpire and play with peers without dispute  Tennis To develop backhand shots. Introduce a lob shot. Tag Rugby Use set plays to attack and create space for the ball carrier. Attack the space as a ball carrier. Change from attacking to defensive formation after a loss of possession. Develop the 3 step rule, compare and contrasting the 3 second pass rule.  Perform a v-cut effectively Attempt a 3 point shot Counterattack with team using the fast break Develop confidence to drive to the basket  Cricket  Attempt attacking field placement including slip, leg and cover position  Track and catch high balls in isolation and gameplay Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting  Strike bowled balls in games and attempt a range of shots Show urgency when necessary when in the field  Work as a pair to field long balls  Identify ways you can support your batting partner  Athletics  Demonstrate accuracy and good technique when throwing for distance Show good technique and  control for jumping activities Use power to improve the start of a sprint  Use skill and knowledge of activity to teach and lead others confidently  Choose appropriate run-up distance as an individual for athletic jumps  Use the right pace for different running distances Demonstrate improvement when working with self and others  Use appropriate language to deliver a taught activity to their peers  OAA  Use written description to identify objects  Use speed at appropriate times to complete a task quicker  Refine and adapt ideas in a group task  Use information given by others to complete a task and work collaboratively  Work collaboratively to perform a more complex task Takes responsibility for a role in a task |

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| Whole School Curriculum Vision in PE | |
| **To understand the purpose of learning** | Children should be able to understand the importance of exercise, the science behind it and why we need a healthy lifestyle. They will know the purpose of the skills needed to play a particular sport. How the skills and knowledge taught link to games. |
| **To have secure knowledge** | Games and sports will be played with confidence whilst using the required skills correctly within the game. Assessment grids will clearly show ability and success with these skills and games. Children will also be able to reflect on their own and peer’s performance sharing constructive feedback. |
| **To have a values’ driven curriculum** | Children can demonstrate the school values during all aspects of physical activity upholding teamwork throughout. A variety of Sports will be played individually and as a team throughout lessons with class teacher and PE coach. Understanding of sports’ rules, codes and ethics of fair play. |
| **To gain knowledge of a wider world** | Children will know and understand different sports and how they are played. They will enthusiastically follow a particular sport/team and attend games as a fan. Know about athletes, their sports, and their journey and how sports change around the world creating cultural diversity. |
| **To have ambition for future** | Children enjoy physical activity, take part in a club outside of school and have the determination to get better at that sport. They can reflect on their own performance and identify areas to improve on. They can play individual and team games fairly, take part in whole school competitions and sports days. They represent ICPS outside of school at sports games/competitions with respect. They showcase dedication to improving fitness in and out of school and make conscious effort to improve their healthy lifestyle. |
| **Key concepts** | **End point** |
| Agility:Children can move around the space with ease and speed to change the dynamic of the game/activity.  Balance: Children can confidently complete a series of balances with an engaged core throughout.  Co-ordination**:** Children can move in the correct way around the space and are able to use body parts required for sports/activities.  Cooperation  Games and Challenges  Health and Fitness | Demonstrate agility, balance, and co-ordination across a variety of sports (athletics, dance, games, gymnastics, and outdoor learning). They understand the rules and skill set needed to play sports and execute this knowledge with confidence. When performing, expression, rhythm and fluency are used. Understand the need for exercise including the scientific principles linking to a healthy lifestyle and the benefit of this. Able to reflect on their own and others work with constructive feedback providing opportunities for improvement and success. |