**Cogenhoe PE Curriculum Overview**

|  |
| --- |
| **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.

|  |
| --- |
| **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **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 |

|  |
| --- |
| **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** | DanceI can link colours to feelings. I know how to explore animal movements and levels.GymnasticsI know how to adapt instructions to physical actions.I know how to develop take- off and landing position for jumps.Body ManagementI can list different ways to move.I can name different types of apparatus.Speed, Agility, TravelI know how to demo agility in variety of games.I can recognise and follow instructions.Manipulation and CoordinationI know how to coordinate limbs to carry out defined movements and actions. Cooperate and Solve ProblemsI know how to keep my heart rate high.I know different ways to travel. | DanceI understand that a dance has a start, middle and endI know how to explore space within their dances and movementsGymnasticsI use words such as rolling, travelling, balancing, climbingI can identify risks of working on and around apparatusHit, Catch, RunI know how to identify when a point has been scored and keep count of the scoreI can show an understanding of techniques to track and stop balls. I know what's practical and what's not.Send and ReturnI can describe how I worked with my partner to send and receiveI am confident to explore different actions such as hitting other types of targetsAttack, Defend, ShootI recognise rules and apply them in competitive and cooperative gamesI can make decisions about how to defend a target Run, Jump, ThrowI can demonstrate awareness for the need to improve and attempt to improveI can recognise and implement concepts such as waiting your turnI can select the correct skill for the situation | DanceI can confidently perform in front of othersI can select movements that show a clear understanding of the theme/story/idea of the danceGymnasticsI can perform with some control and consistency, basic actions at different speeds and on different levelsI can explain what I are looking for when judging Hit, Catch, RunI can make choices about where to hit the ballI can make tactical decisions about where to position myself in the fieldSend and ReturnI can decide on and play with the dominant handI can recognise when a ball has landed 'in' and 'out' of the boundariesAttack, Defend, Shoot I know how to look forspace to pass into or run to receiveI can recognise you sometimes need to stay within a defined area Run, Jump, ThrowI 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 | GymnasticsI know how to modify actions independently using different pathways, directions and shapesI can identify similarities and differences in sequences FootballI know how to show basic control skills, send the ball with accuracy, maintain possession and implement basic football rules.BasketballI know how to implement some basketballl rules in gamesI can use individual strengths to my advantage HockeyI can recognise key features of a hockey stick, including how to hold it and use the flat sideI know how to play using basic hockey rules TennisI can keep count/score of a gameI can describe different types of shots using the terms short, long etc AthleticsI can take part in basic scoring of different events When questioned, I can show understanding of my role in team relay performanceI can compete with others and record points | DanceI can demonstrate and discuss performance skillsI remember movements and routines from previous weeks**Rounders**I can play in a game using rounders scoring systemI 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.AthleticsI can decide on ways to improve, run, jumps and throws and implement changesI can compare different throws when using various equipmentOAAIdentify what they have done well and suggest ways to improveWork out answers from clues, working independently from the teacher | GymnasticsI can select a component for improvement and use guidance from others to do soI 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 SwimmingI know how to attempt a surface diveI know how to enter and exit the water in a variety of ways | DanceWarm-up and cool down independentlyInterpret different stimuli with imagination and flairWork 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 useExplain some of the tactics used in badminton TennisBegin to use tennis scoring systems and apply the correct rules.Continue developing knowledge of double plays.Discuss and apply a range of tactics.Tag RugbyChoose and implement a range of strategies and tactics to attack and defend.Observe, analyse and recognize good individual and team performances.AthleticsAccurately and confidently judge across a range of athletics activitiesRecord accurately scores given in a variety of eventsOAAUse knowledge of games in PE to suggest adaptations and variations to games/activities Follow instructions accurately |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | SkillsDance Gymnastics Games/Hit Catch Run/ Send and Return/Attack Defend, Shoot Athletics/Run Jump Throw OAASwimming Body Management/ Speed Agility Travel/Manipulation and Coordination/ Cooperate and Solve Problems | DanceReplicate actions in larger groups.Sequence work.Explore leader or follower work.GymnasticsI can transfer and move small equipment.I can move through and under apparatus.I can copy and repeat actions.Body ManagementI 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 CoordinationReplicate bilateral movements.Make contact with ball with legs and feet.Practice hop, step, jump sequence.Cooperate and Solve ProblemsWork as an individual and part of a group to match. Travel and follow travel trails as an individual.Work cooperatively to form shapes. | DanceSimplistically use concepts such as unison and mirroring in dance, copying examplesPerform basic body actions along with music Remember and repeat simple movement patternsMove with control and show spatial awarenessShow 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 phraseTap into emotions to respond to the feelings in the music by translating to body movement GymnasticsSafely move and carry basic gym equipment such as mats and benches Recognise 'like' actions and link them togetherPerform simple gymnastic actions and shapesMake their body tense, relaxed, stretched and curledCreate an active journey using different body parts Value other's efforts when they perform; watch and listenHit, Catch, RunCatch a medium-sized ball thrown over a short distanceTrack balls and other equipment sent to them, moving in line with the ball to collect itRun between bases to score pointsUse 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 coneWork collaboratively to score runs showing encouragement and support Resilient in the face of new challenges shows the will to keep tryingSend and ReturnWith some accuracy and sensitivity, feed ball to a partner for them to hitScore points against opposition over a line/net Chase, stop and control balls and other objects such as beanbags and hoopsUse coordination and agility to keep rallies going in pairs and small groupsTrack balls and other equipment sent to them, moving in line with the ball to collect or returnWork 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 paceAttack, Defend, Shoot Aim at targets and shoot from varying distances, defended and unopposed Roll, slide or throw a beanbag or ball with accuracyAttempt to intercept and catch a thrown ballUse change of direction and speed in open playCome up with creative ways of manipulating different objects such as balls and beanbagsWork in collaboration with others to attack and score pointsShow motivation to improve and attempt more difficult challengesRun, Jump, ThrowCan start and stop at speed, run in straight lines using a variety of speedsAttempt 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 distanceMove a variety of objects quickly, showing a range of techniquesDeveloped 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 | DanceExplore and use basic choreography, including levels, speed changes, unison and cannon Move with imagination responding to the music Plan a dance to have abeginning, middle and end Show good timing with the musicBegin to use formations in a danceCreate a short, simple dance with a partnerAttempt to work as part of a group to perform a dance GymnasticsCreate and perform a simple sequencePerform using recognised start and finish shapes Explore and practice transitions between elementsDemonstrate flexibility in movementsPerform a sequence using some apparatusReflect on their own performance and use a scoring system to judge performanceWork well with others to help improve each others' sequences/movements Hit, Catch, RunHas developed hitting skills with a variety of bats Retrieve a ball back to base as part of a teamPractised bowling/feeding a ball to other playersPlay as a batter, bowler and fielderRun in a game to score pointsMakes attempts to catch balls coming towards the player in gamesDisplay sportsmanship when competing against others Work as a team to score runsSend and Return Demonstrate basic sending skills in isolation and small gamesUse correct grip to hold a tennis racquetHit a ball using hand consistencyHit a ball using a racquetwith some consistencyTake part in a rallyUse a self-feed to start a gameReturn a ball coming towards them using a hand or racquetPlay 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 skillsAttack, Defend, Shoot Can send a ball using feet Can send a ball, varying distances using feetCan receive a ball using feet Link combinations of skills,e.g. dribbling and passing with hands in isolation and combinationCan send a ball using hands Can receive a ball using handsCan play in a variety of positions in both defence and attackShow awareness of teammates and opponents in gamesRun, Jump, Throw Develop strength, agility, coordination and balance over a variety of activities Can negotiate obstacles showing increased control of body and limbsDemonstrate different types of throwsShow quick feet actions for sprintingPerform a variety of static and dynamic balances Work cooperatively to complete running and throwing tasksConsider others when playing games to respect their space and boundaries | FootballUse 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.GymnasticsPerform sequences with contrasting actions Perform in unison with a partnerRemember and repeat sequencesAdapt basic sequences to include some apparatus Show body control in individual movements and sequencesWork as a group to create a basic sequenceCan suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyleBasketballCan attempt 3 step rule with some confidenceShow correct catching ready positionSend the ball using different techniquesAttempt to intercept the ball from an opponent’s throwReceive the ball with some consistencyHelp team to create chances to scoreShow support, encouragement and good sportsmanshipHockeySend the ball in isolation and in a gameCan show a defensive tackling position Receive a ball with someConsistencyStop and control the ball and move into dribble Work the feet around the ball to avoid kicking it Work as a team to score pointsShow support, encouragement and good sportsmanshipAthleticsLink running and jumping activities with some fluency and consistencyControl movements and body actions in response to specific instructionsJump for height and distance with control and balanceRun at different speeds according to event and instructionThrow a variety of objects using recognised throws Throw more accurately and over greater distancesRun as part of a relay team Identify how to improve their own, and others work and be tactful | DanceIncorporate a freeze-frame into a danceDance using a variety of formations confidently Clearly show set start positions for the beginning of the dancePerform with increasing musicality with control and confidenceUse transitions to move from different dance positionsWork 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 handUse underarm bowling action with some consistencyPlay 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.AthleticsDemonstrate patience and determinationShow differences between sprinting and running speeds over a variety of distancesThrow a variety of objects demonstrating accuracy, i.e. object landing in throwing zonePerform 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 accuratelyDevelop control in baton exchange and analyse as a team how to improve handover**OAA**Use maps, symbols and compass confidently to navigateConfidently undertake tasks with time limits and other restrictionsRemember and recall map symbols and additional relevant key information Work well as part of a team or group within well-defined roleListen and be directed by others | GymnasticsCreate longer and more complex sequences and adapt their performances Attempt to perform more complex skills in isolation such as round-offMake a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitionsRemember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls Work responsibly in trust exercises and when counterbalancingPerform 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 controlWork with a partner to pass on the moveApply goal side marking in a gamePlay confidently in a variety of positionsUse individual skills to keep possession, explain how this helps the teamUse appropriate language to explain their attacking and defensive playSwimmingBegin to use basic swimming techniques including correct arm and leg actionAttempt to use basic breathing patterns when swimmingSubmerge, sink, roll and rotate underwaterSwim over greater distance of 10 and 20 metres with confidence in shallow water Work in collaboration to perform group challenges such as group floats | DanceUse recognised dance actions and adapt to develop motifs and movement patternsShow tension and extension in dance movementsPerform a duet including a range of elementsShow appropriate facial expressions and gestures Attempt to include dynamics in danceWhen working in groups/pairs, take the lead suggesting ideas and refining actions of othersWork sensibly with others during contact and lift work BadmintonAttempt more technical shots such as smash, where able use in a gameApply a range of defensive tactics in a game, individually and with a partnerBegin to use full scoring systemsBegin to use doubles service rulesUse forehand, backhand and overhead shots with more confidence in games Develop doubles play further implement basic positioning tacticsUse speaking and listening skills to umpire and play with peers without disputeTennisTo develop backhand shots.Introduce a lob shot.Tag RugbyUse 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 basketCricketAttempt attacking field placement including slip, leg and cover positionTrack and catch high balls in isolation and gameplay Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, interceptingStrike bowled balls in games and attempt a range of shots Show urgency when necessary when in the fieldWork as a pair to field long ballsIdentify ways you can support your batting partnerAthleticsDemonstrate accuracy and good technique when throwing for distance Show good technique andcontrol for jumping activities Use power to improve the start of a sprintUse skill and knowledge of activity to teach and lead others confidentlyChoose appropriate run-up distance as an individual for athletic jumpsUse the right pace for different running distances Demonstrate improvement when working with self and othersUse appropriate language to deliver a taught activity to their peersOAAUse written description to identify objectsUse speed at appropriate times to complete a task quickerRefine and adapt ideas in a group taskUse information given by others to complete a task and work collaborativelyWork collaboratively to perform a more complex task Takes responsibility for a role in a task |

|  |
| --- |
| 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.CooperationGames and ChallengesHealth 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. |