|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Intent | Talavera Junior School recognises the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality, inspiring and engaging PE lessons, which are enjoyable, challenging and accessible to all. Our vision is that every pupil will achieve their full potential as well as lead and understand the importance of a physically active lifestyle. We strive for our pupils to succeed and excel in competitive sport and other physically demanding activities. It is our belief that opportunities to compete in sport and other activities build character and help embed our school values of courage, respect, determination and friendship. Our curriculum provides opportunities for pupils to become physically confident in a way, which supports their health and fitness. | | | | | | | | | | | |
|  | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|  | Outdoor | Indoor | Outdoor | Indoor | Outdoor | Indoor | Outdoor | Indoor | Outdoor | **Indoor** | Outdoor | Outdoor |
| Year 3  Year 4  Year 5  Year 6 | **Hockey**  **Hockey**  **Rugby**  **Rugby** | **Yoga**  **Gymnastics 1**  **Dance**  **Dance** | **Netball 3/4**  **Netball 3/4 Hockey**  **Hockey** | **Dance**  **Dance**  **Gymnastics 1**  **Gymnastics 1** | **Fitness – running**  **Fitness – running Fitness – running Fitness – running** | **Gymnastics 1 Fitness – circuits**  **Fitness – circuits**  **Fitness – circuits** | **Tennis**  **Tennis**  **Tennis**  **Tennis** | **Fitness – Circuits**  **Yoga**  **Yoga**  **Yoga** | **Cricket**  **Cricket**  **Cricket**  **Cricket** | **(Swimming y3)**  **Gymnastics 2**  **Gymnastics 2**  **Gymnastics 2** | **Rounders**  **Rounders**  **Rounders**  **Rounders** | **Athletics**  **Athletics**  **Athletics**  **Athletics** |
| KPI | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Take part in outdoor and adventurous activity challenges both individually and within a team | Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.  take part in outdoor and adventurous activity challenges both individually and within a team | Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | Use running, jumping, throwing and catching in isolation and in combination  take part in outdoor and adventurous activity challenges both individually and within a team | Develop flexibility, strength, technique, control and balance  Perform using a range of movement patterns | Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  take part in outdoor and adventurous activity challenges both individually and within a team | Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to | Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | Develop flexibility, strength, technique, control and balance  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best | Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. | Use running, jumping, throwing and catching in isolation and in combination  Develop flexibility, strength, technique, control and balance |
| Year 3 | Understand the correct posture and handling of a hockey stick.  Begin to learn and develop the techniques of passing, dribbling and shooting from a static position.  Utilise skills gained in small sided hockey based games. | Understand the purpose of having core strength and flexibility.  Begin to explore a variety of yoga poses | Understand and demonstrate the principles of passing and shooting.  Demonstrate the tactical understanding of offensive and defensive phases of play. | Explore dance  Movements from a static position.  Begin to experiment with patterns of movement in steps of 4.  Work with a partner / or small group  to create simple dance patterns.  To perform a dance  with expression and confidence. | Understand the health benefits of exercise.  Focus on the techniques of running form during acceleration.  Focus on the techniques of running form during maximal velocity. | Explore differing methods of jumping in all directions and landing correctly.  Demonstrate different techniques of mat based rolls. | Understand the correct handling of a tennis racquet.  Develop the techniques required to hit a ball with forehand and backhand.  Pass the ball to partners from a static position. | Understand the health benefits of exercise.  Understand the differences between compound, posterior and trunk based exercises.  Improve muscular endurance by conducting a fitness circuit. | Understand the correct posture and handling of a cricket bat and throwing a ball.  Begin to learn and develop the techniques of bowling and batting.  Utilise skills gained in small sided kwik cricket games. | **Swimming**  Swim competently, confidently and proficiently over a distance of at least 25 metres.  Use a range of strokes effectively  Perform safe self- rescue in different water-based situations  To develop basic swimming skills and  confidence in the water.  Travel in  vertically or horizontally and introduce  floats.  Learn how to push and glides with the introduction of kicking actions.  Demonstrate how to safely enter and exit in to the water. | Understand the correct posture and handling of a rounders bat.  Effectively throw and catch a rounders ball.  Begin to learn the basic rules of rounders. | Begin to develop the technical methods of sprinting, jumping and throwing in relation to athletics based events. |
| Year 4 | Tackle opponents with success and intercept play to win back possession of the ball.  Use ABC (agility,  balance, co-ordination) techniques to keep possession of the ball whilst moving.  Develop skills required in order to shoot whilst moving in various planes of movement. | Demonstrate safe and effective methods of vaulting techniques.  Identify various ways of balancing.  . | Understand the rules of netball in a competitive fixture.  Demonstrate skills acquired throughout key stage 2 by participating in competitive fixtures.  Engage in peer coaching and mentoring to show improvement in their skill acquisition. | Practise the patterns  and actions of a chosen dance style  (swing)  .  Demonstrate an  awareness of the music’s rhythm  and create movements in time with it.  Plan, create and perform a dance that reflects the  chosen dancing style (swing).  Perform with confidence and  evaluate own /  others’ work. | Demonstrate understating of acquired skills in short bursts to increase stamina. | Introduce progressive exercises to increase difficulty of circuit.  Re-emphasise the need for remaining healthy and fit.  Introduce various methods of conducting a circuit session (Reps, timed, HIIT or Tabata training). | Accurately serve  Underarm and build to a small numbered rally.  Pass the ball to a partner on the move in all directions.  Engage in a volley rally close to the tennis court net. | Continue to explore a variety of yoga poses.  Be able to maintain equilibrium when performing a pose. | Develop an underarm throw for bowling at the stumps.  Demonstrate how to protect your stumps when batting.  Encourage the emphasis of teamwork when fielding. | Demonstrate the skills required to climb and scale.  Show various ways of hanging from equipment. | Begin to effectively hit the ball using the correct posture and grip.  Encourage the emphasis of teamwork when fielding. | Explore the technical models of sprinting.  Develop the skills required to throw javelin styled objects.. |
| Year 5 | Demonstrate the techniques used to pass, dodge and tackle (tag).  Understand the phases of both defensive and offensive play. | Begin to co-ordinate small sequences involving mat based movements and jumping.  Continue to build small sequences involving balancing and vaulting techniques. | Identify and use tactics to help themselves and their team keep possession of the ball during offensive play.  Understand the shape and structure of a team during defensive play.  Consolidate tactical skills gained that includes both defensive and offensive phases of play in small-sided games. | Explore and practise more complex patterns and ranges of movement.  Create and perform  a dance that  reflects a story in a chosen dance style.  Perform with expressive movements and patterns to help further convey a story•  Evaluate own performance and improve on identified areas for improvement. | To build on skills previously taught and increase distance of running to further enhance physical stamina.  By end of unit the pupils are to have completed 1km time trial run. The groupings can then be used for year 6. | Understand the need for maintaining a healthy diet.  Explain the components of a healthy diet.  Increase intensity and selection of exercises to improve muscular endurance. | Practice passing to the opposing half of the court in teams of two.  Demonstrate skills acquired by conducting a rally between two teams with one bounce or no bounces. | Attempt more advanced levels of familiar poses.  Hold a pose for a prolonged period of time. | Begin to learn and practise over arm bowling.  Continue to develop effective fielding practice.  Begin to learn and play by the rules of cricket. | Co-ordinate small sequences involving equipment to climb and scale .  Continue to build small sequences involving hanging and landing techniques. | Play by the rules of rounders.  Place and play fielders in a strategic manner. | Develop the skills required to run involving hurdles or obstacles.  Learn how to adapt throwing skills to new equipment (shotput). |
| Year 6 | Understand the rules of rugby in a competitive fixture.  Demonstrate skills acquired throughout key stage 2 by participating in competitive fixtures.  Engage in peer coaching and mentoring to show improvement in their skill acquisition. | Construct  sequences using all skills acquired throughout key stage 2.  Engage in peer coaching and mentoring to show improvement in their skill acquisition. | Understand the rules of hockey in a competitive fixture.  Demonstrate skills acquired throughout key stage 2 by participating in Competitive fixtures.  Engage in peer coaching and mentoring to show improvement in their skill acquisition.  . | Identify and  practise the patterns of range of dance styles.  To be able to explore improvising movements demonstrating an  awareness of the music’s rhythm  .  Create a dance that represents and fuses a range dance styles.  Perform and analyse own and others’ performance.  Act on constructive feedback to improve performance. | Consolidate all skills taught throughout key stage 2.  By end of unit the pupils are to complete 1km time trial run in a faster time than previously recorded in Year 5.. | Plan and co-ordinate as a class a fitness circuit.  Continue to develop cardio-vascular and muscular endurance. | Understand the rules of tennis in a competitive fixture.  Demonstrate skills acquired throughout key stage 2 by participating in Competitive fixtures.  Engage in peer coaching and mentoring to show improvement in their skill acquisition. | Demonstrate skills acquired throughout key stage 2 and conduct various poses.  Controlled movements in out of yoga poses.  Engage in peer coaching and mentoring to show improvement in their skill acquisition. | Understand the rules of Cricket in a competitive fixture.  Demonstrate skills acquired throughout key stage 2 by participating in Competitive fixtures.  Engage in peer coaching and mentoring to show improvement in their skill acquisition. | Plan and co-ordinate a serious of more complex movements fluidly.  Confidently hang, swing, climb and balance on the wall based equipment. | Understand the rules of rounders in a competitive fixture.  Organise own teams effectively in an in school tournament.  Demonstrate skills acquired throughout key stage 2. | Understand the many differing events involved within athletics and participate in a competitive nature. (in-house athletics festival).  Devise an athletic event that can be organised for a sports day.  Demonstrate all skills acquired throughout key stage 2. |
| Curriculum Events | Dads v Kids rugby  House event ‘Tug of War’  House event – Cross Country | |  | | Dads v kids Football  Mums v kids Quiddich | | Cricket festival | |  | | Sports Day  Dad’s Camp out  Camo Day | |