



Hunton & Arrathorne Community Primary School

Curriculum Document: Physical Education



INTENT - The Physical Education Curriculum

One of our Curriculum Aims, which is interwoven throughout the entire curriculum, is for children to be 'Happy and Healthy'.

We strive in delivering outstanding PE that allows pupils to be physically active, thrive in a broad range of physical activities and engage in competitive sports in a safe and challenging environment.

Our intent is for pupils to:

- Thoroughly enjoy being physically active and have the confidence to participate in different sports
- Practise skills in a range of activities and to have the highest of expectations of themselves when performing these individually, in small groups and within a team
- Develop high levels of physical fitness through being active for sustained periods of time
- Understand the important of leading a healthy lifestyle through regular exercise and healthy nutrition
- Be advocates of PE and confidently talk about their achievements
- Experience a broad diet of P.E and School Sport through curriculum and enhanced time.
- Engage in a variety of competitive activity, including competing against personal bests, competing against others and competing as part of a team.

IMPLEMENTATION - The Physical Education Curriculum

At Hunton & Arrathorne, we place children's health and physical fitness at the heart of our learning experiences. We are committed to ensuring that all of our children have access to at least three hours of physical activity per week – some of this through timetabled P.E lessons and some through extra-curricular activities and active playtimes.

In Reception and Key Stage 1, children will have one longer session of timetabled P.E. per week which will last most of the afternoon. This is to ensure there is sufficient time within the lesson to develop basic skills in more depth as these will be fundamental to the children as they move into Key Stage 2. At this stage, children will have two sessions of timetabled P.E. per week which will see the children build on these skills and apply them into sports such as netball and cricket for example. These timetabled sessions will be supplemented by regular intra-house competitions as well as sessions with specialist coaches; we establish close links with external specialised coaches including tennis, cricket and golf. We firmly believe the P.E curriculum at Hunton & Arrathorne is broad and balanced with requirements for both the KS1 and KS2 curriculum addressed in full.

Each of these sessions will follow our progression documents to ensure a wide coverage of skills are being taught. Teacher-led sessions will be supplemented by the use of the 'Get Set 4 PE' scheme which provides teachers with detailed lesson plans, progression documents (including progression in both skills and knowledge being taught for each unit) and vocabulary documents to help develop their teaching in P.E. Each lesson begins by discussing key knowledge, key vocabulary and reflecting on how previously taught skills will be built upon and applied through today's lesson.

The structure of the long-term plan allows our children to develop the fundamental skills in Key Stage 1, skills which are later applied to various sports throughout Key Stage 2 in a competitive context. Knowledge of health and fitness runs throughout all aspects of the curriculum. We have explored links between subjects such as science, mathematics and design and technology which further enhances the children's ability to value health and fitness, linking closely to our intent.

Children in Reception access physical development through the outdoor area and regular work in class. They access balance bikes once per day and participate in age-appropriate PE and forest school sessions to assist in their physical development.

Key Stage 2 children have the opportunity to swim for one term per year. In the Summer Term, Y5 & Y6 children revisit the pool to work on essential lifesaving skills for six weeks. We also have a fully-qualified Forest Schools Instructor which means outdoor learning is enhanced on a regular basis.

As well as our school's own long-term planning and the provision of visits and visitors, progression in P.E is further enhanced through our School Sports Partnership work, aligning our curriculum and extra-curricular offer with competition timetables.

We proudly work in partnership with the local community to deliver our P.E curriculum – using the village hall on a Tuesday and Wednesday afternoon for lessons. We use the school grounds and invest sensibly in equipment which the children respect and look after.

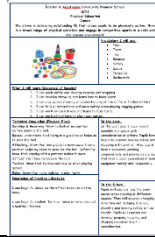
Alongside the core curriculum P.E offer, Sports Leaders offer active break-times and lunchtimes and take responsibility for organising physical wellbeing activities. A range of extra-curricular activities are also offered, most of which are paid for by school, and uptake is increasing.

IMPLEMENTATION – Codifying our approach to PE lessons

Children change for the session in silence whilst listening to the Music of the Week.



Each lesson begins with placing the lesson in the sequence with the children and discussing any key vocabulary.



The 'Heart Beats Faster' rhyme is shared to explain the importance of warming up.



We follow Get Set 4 PE to structure our learning in P.E



Reflection activity – linked to key learning and knowledge of health and fitness.



We have a focus on outstanding behaviour at all times. Staff need to be particularly vigilant when off-site (that behaviour expectations are maintained).



At the end of the lesson, the children get changed whilst listening to the Music of the Week in silence.



IMPLEMENTATION – Physical Education in EYFS

Our PE curriculum begins in EYFS. At Hunton & Arrathorne Primary School the children in Reception are encouraged to be physically active throughout the day – having access to outdoor provision. This is alongside small group opportunities – for example to use the balance bikes and climbing equipment. Reception pupils join their peers in Year 1 for PE sessions.

The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

Personal, Social and Emotional Development

- Manage their own needs.
- personal hygiene
- Know and talk about the different factors that support overall health and wellbeing:
- Revise and refine the fundamental movement skills they have already acquired:
 - Rolling, running, crawling, hopping, walking, skipping, jumping and climbing
 - Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Explore and engage in music making and dance, performing solo or in groups.

IMPLEMENTATION – Physical Education Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to PE	Fundamentals	Ball Skills	Games	Dance	Gymnastics
Year 1 / 2 (Year A)	Fundamentals	Striking and Fielding	Gymnastics		Athletics	Parkour
Year 1 / 2 (Year B)	Ball Skills	Invasion Games	Dance		Team Building	Net and Wall
Year 3 / 4 (Year A)	Tag Rugby	Netball	Gymnastics (Y3/4)		Swimming	Athletics
Year 3 / 4 (Year B)	Athletics	Fitness	Dance (Y3/4)		Swimming	Cricket
Year 5 / 6 (Year A)	Gymnastics (Y5/6)	Tennis	OAA	Ultimate Frisby	Rounders	Football
Year 5 / 6 (Year B)	Dance (5/6)	Hockey	Orienteering	Basketball	Athletics	Volleyball

Implementation – Reception

Autumn 1: Introduction to PE	Autumn 2: Fundamentals	Spring 1: Ball Skills	Spring 2: Games	Summer 1: Dance	Summer 2: Gymnastics
<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Know that holding my arms out helps me to balance. - Know that bending my knees helps me to land safely. <p><i>- Be able to independently get changed for P.E.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Know that I use big steps to run and small steps to stop. - Know that I use one foot to hop. <p><i>- Be able to independently get changed for P.E.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Know to have hands out ready to catch. - Know to watch the ball as it comes towards me and scoop it with two hands. <p><i>- Be able to independently get changed for P.E.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Know to point my hand/object at my target when hitting a ball. - Know to look at a target when sending a ball. <p><i>- Be able to independently get changed for P.E.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Understand that I can move my body in different ways to create actions. - Know that if I sue lots of space, it will help my dance be interesting. <p><i>- Be able to independently get changed for P.E.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Know that I can make different shapes with my body. - Know that I can change my body shape to help me roll. <p><i>- Be able to independently get changed for P.E.</i></p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - freeze - space - safe - stop - partner 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - balance - bend - hop - jump - travel - land 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - bounce - catch - roll - space - target 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - catch - caught - rules - team - score 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - bend - high - low - direction - count 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - bend - copy - land - balance - jump
<p><u>National Curriculum Area:</u> Physical Development</p>	<p><u>National Curriculum Area:</u> Physical Development</p>	<p><u>National Curriculum Area:</u> Physical Development</p>	<p><u>National Curriculum Area:</u> Physical Development</p>	<p><u>National Curriculum Area:</u> Physical Development</p>	<p><u>National Curriculum Area:</u> Physical Development</p>

Implementation – Key Stage 1

Year 1 / 2 (Year A)				
Autumn 1: Fundamentals (1/2)	Autumn 2: Striking and Fielding (1/2)	Spring: Gymnastics (1/2)	Summer 1: Athletics (1/2)	Summer 2: Parkour (1/2)
<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Begin to develop hand-eye co-ordination. - Participate in simple games. - Receive a ball with basic control. - Can travel in a variety of ways, including running and jumping. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Begin to perform a range of throws. - Receive and send the ball to others in a range of ways. - Begin to develop an understanding of attacking and defending. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Copy and explore basic movements, linking them to form a sequence. - Use equipment in a variety of ways safely. - Perform at different levels. - Travel in different ways. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Run at different speeds. - Jump from a standing position. - Perform a variety of throws with basic control. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Change speed and direction while running. - Explore basic movements with control and co-ordination. <p><i>- Know why it is important to warm-up before I exercise.</i></p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - bend - dodge - jog - jump - skip - swing 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - bat - batter - bowl - bowler - fielder - ready position 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - link - pathway - speed - direction - shape 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - aim - distance - height - land - take off - target 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - balance - movement - sequence - land - focus - direction
<p><u>National Curriculum Area:</u> Basic Movement</p>	<p><u>National Curriculum Area:</u> Team Games</p>	<p><u>National Curriculum Area:</u> Basic Movement</p>	<p><u>National Curriculum Area:</u> Basic Movement</p>	<p><u>National Curriculum Area:</u> Basic Movement</p>

Year 1 / 2 (Year B)

Autumn 1: Ball Skills (1/2)	Autumn 2: Invasion Games (1/2)	Spring: Dance (1/2)	Summer 1: Team Building (1/2)	Summer 2: Net and Wall (1/2)
<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Confidently send and receive balls in a range of ways. - Develop strong spatial awareness. - Apply and combine a variety of skills to a game. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Develop simple tactics and use the appropriately. - Understand the importance of rules in games. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Remember simple movements and dance steps. - Link movements to sounds in music. - Vary levels, speed and direction within a sequence. - Use space well and negotiate space clearly. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Develop listening skills. - Discuss and work with others in a group. <p><i>- Know why it is important to warm-up before I exercise.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Participate in simple games. - Send and receive balls in a greater variety of ways with accuracy. <p><i>- Know why it is important to warm-up before I exercise.</i></p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - kick - catch - roll - dribble - bounce 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - team mate - defender - shoot - score - rules 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - count - create - perform - expression - level 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - include - plan - map - successful - solve 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - partner - defend - against- ready position - point
<p><u>National Curriculum Area:</u> Basic Movement</p>	<p><u>National Curriculum Area:</u> Team Games</p>	<p><u>National Curriculum Area:</u> Dance</p>	<p><u>National Curriculum Area:</u> Team Games</p>	<p><u>National Curriculum Area:</u> Team Games</p>

Implementation – Lower Key Stage 2

Year 3 / 4 (Year A)				
Autumn 1: Tag Rugby (3)	Autumn 2: Netball (3)	Spring: Gymnastics (4)	Summer 1: Swimming	Summer 2: Athletics (3)
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Move with a ball towards a goal with increasing control. - Communicate with team mates and move into space to help them. - Understand roles of defenders and attackers. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Defend an opponent and try to win the ball. - Pass, receive and shoot with control. - Understand the rules of the game in order to participate fairly. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Plan and perform sequences which include a change of level and shape. - Safely perform balances individually and with a partner. - Watch, describe and suggest possible improvements to my own performance and to others. - Know how body tension can improve the control and quality of my movements. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Swim confidently, competently and proficiently over a distance of 25m. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Develop jumping for distance. - Throw a variety of objects, changing actions for accuracy and distance. - Use different take-offs and landings when jumping. <p><i>- Understand the short-term effects of exercise on the body.</i></p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> - attack - control - defend - tactics - teamwork 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - invasion - opposition - possession - receive - court 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - body tension - contrast - fluidly - landing position - momentum - stability 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - front crawl - breast stroke - water safety - rescue 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - personal best - control - accuracy - power
<p>National Curriculum Area: Competitive Games</p>	<p>National Curriculum Area: Competitive Games</p>	<p>National Curriculum Area: Develop flexibility, strength, technique, control and balance</p>	<p>National Curriculum Area: Swimming and Water Safety</p>	<p>National Curriculum Area: Running, jumping, throwing and catching in isolation and in combination.</p>

Year 3 / 4 (Year B)

Autumn 1: Athletics (4)	Autumn 2: Fitness (3)	Spring: Dance (4)	Summer 1: Swimming	Summer 2: Cricket (3)
<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Demonstrate the difference in jogging and sprinting techniques. - Show determination to improve personal bests. - Demonstrate increasing stamina when running longer distances. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Know to take small steps to change direction. - Know that leaning forwards helps to speed up. - Understand there are different areas of fitness. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Choose actions and dynamics to portray a character or idea. - Copy and remember set choreography. - Change timing and spacing to develop a dance. - Use counts to keep in time with others and the music. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Swim confidently, competently and proficiently over a distance of 25m. - Use a range of strokes effectively. - Perform safe self-rescue in different water-based situations. <p><i>- Understand the short-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Bowl a ball towards a target. - Strike a bowled ball after a bounce. - Use overarm and underarm techniques when throwing and catching. <p><i>- Understand the short-term effects of exercise on the body.</i></p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - stamina - distance - stride - speed - record 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - agility - balance - co-ordination - strength 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - action - dynamics - canon - match - unison - choreography 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - front crawl - breast stroke - water safety - rescue 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - overarm - underarm - bowl - strike - umpire - caught out
<p><u>National Curriculum Area:</u> Running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>National Curriculum Area:</u> Develop flexibility, strength, technique, control and balance</p>	<p><u>National Curriculum Area:</u> Dance</p>	<p><u>National Curriculum Area:</u> Swimming and Water Safety</p>	<p><u>National Curriculum Area:</u> Competitive Games</p>

Implementation – Upper Key Stage 2

Year 5 / 6 (Year A)					
Autumn 1: Gymnastics (6)	Autumn 2: Tennis (5)	Spring 1: OAA / Orienteering (5)	Spring 2: Ultimate Frisby	Summer 1: Rounders (6)	Summer 2: Football (5)
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Combine and perform gymnastic actions, shapes and balances with control and fluency. - Work collaboratively to create a sequence. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Return the ball using forehand and backhand strokes. - Know how to do an underarm serve. - Understand the rules to allow participation in a game. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Navigate around a course using a map. - Orientate a map confidently. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Develop accuracy in catching at speed. - Develop accuracy in throwing when passing and shooting. - Understand how to use tactics to help your team achieve an outcome. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Strike a bowled ball with increasing consistency. - Apply some tactics as a batter, bowler and fielder. - Use a wider range of skills with increasing control under pressure. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Dribble, pass, receive and shoot the ball with increasing control. - Make the decision of who to pass to and when. - Use tracking and intercepting when defending. <p><i>- Understand the long-term effects of exercise on the body.</i></p>
<p>Vocabulary:</p> <ul style="list-style-type: none"> - aesthetics - counterbalance - counter tension - flight - execution - refine - vault 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - underarm - forehand - backhand - serve - volley - dominant - non-dominant 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - cardinal points - orientate - landmark - navigation 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - accuracy - direct hit - deflect - pivot - crocodile catch - crab catch 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - close catch - consecutive - deep catch - short barrier - stance - long barrier 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - ball carrier - close down - opposition - possession - intercepting
<p>National Curriculum Area: Develop flexibility, strength, technique, control and balance</p>	<p>National Curriculum Area: Play Competitive Games</p>	<p>National Curriculum Area: OAA</p>	<p>National Curriculum Area: Play Competitive Games</p>	<p>National Curriculum Area: Play Competitive Games</p>	<p>National Curriculum Area: Play Competitive Games</p>

Year 5 / 6 (Year B)

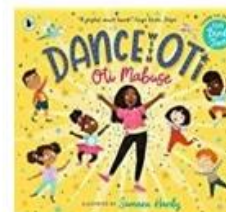
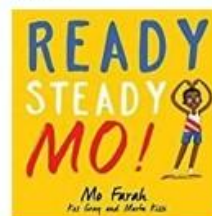
Autumn 1: Dance (6)	Autumn 2: Hockey (6)	Spring 1: OAA / Orienteering (6)	Spring 2: Basketball (5)	Summer 1: Athletics (6)	Summer 2: Volleyball (5)
<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Choreograph a dance and work safely with props. - Refine the way actions, dynamics and relationships are used to represent ideas, emotions, feelings and characters. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Dribble, pass, receive and shoot the ball with increasing control. - Mark, tackle and/or intercept to improve defence. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Use critical thinking to approach a task. - Work effectively with a partner or small group to develop strategies. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Dribble, pass, receive and shoot the ball with increasing control. - Mark, tackle and/or intercept to improve defence. - Understand the need for tactics and identify when to use them. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Select and apply the best pace for a running event. - Show accuracy and good technique when throwing for distance. - Perform jumps for distance using a good technique. <p><i>- Understand the long-term effects of exercise on the body.</i></p>	<p><u>Sticky Learning:</u></p> <ul style="list-style-type: none"> - Develop the fast-catch volley. - Know how to use a variety of shots to keep a continuous rally going. <p><i>- Understand the long-term effects of exercise on the body.</i></p>
<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - mood - motif - dynamics - phrase - rehearse - transition 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - cushion - pressure - stance - transition - turn over 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - solve - strategy - verbal - visual - critical thinking 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - delay - deny - drive - protect - rebound - double dribble 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - grip - fling - discuss - phase - pattern - explosive 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - fast-catch volley - dig - rally - serve - set - volley
<p><u>National Curriculum Area:</u> Dance</p>	<p><u>National Curriculum Area:</u> Play Competitive Games</p>	<p><u>National Curriculum Area:</u> OAA</p>	<p><u>National Curriculum Area:</u> Play Competitive Games</p>	<p><u>National Curriculum Area:</u> Running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>National Curriculum Area:</u> Play Competitive Games</p>

IMPLEMENTATION – Reading as Athletes...

As Lifelong Readers, we want to inspire our children to ‘read as athletes’. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in P.E.

Please see a sample of our core texts for P.E. to the right.

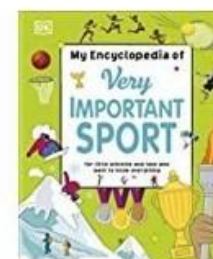
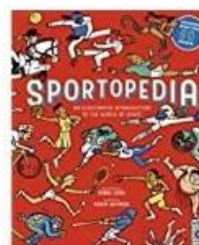
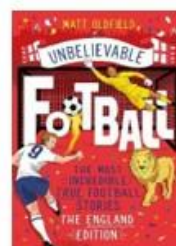
Year 1



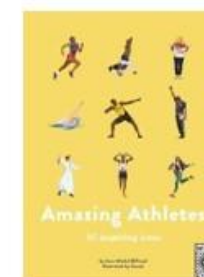
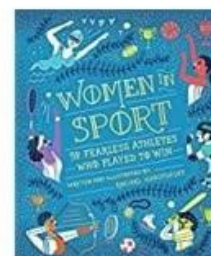
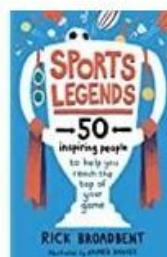
Year 2/3



Year 4/5



Year 6



IMPACT

We assess the impact of Physical Education and Sport at our school in a variety of ways, including:

- We aim for all children make outstanding progress in PE and enjoy participating in sport.
- The profile of PE and sport is widely recognised and highly celebrated within school.
- Termly tracking of standards across the curriculum using Insight.
- Staff have increased confidence when delivering high quality PE lessons.
- Children's' ability to speak confidently and articulately about Sport and PE.
- Have a wide understanding of technical skills which they are able to apply confidently during lessons.

For further details of the impact of our P.E curriculum, please view our [PESSP \(P.E & School Sports Premium\) document](#)