

Essence of subject: Health and fitness / Active lifestyles

A high quality PE curriculum inspires all pupils to succeed and excel in competitive sport and other physically – demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect (NC 2014)

Aims

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 period of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

This curriculum map is designed not only to meet the requirements of the KS1 and 2 National Curriculum (2014) but also to meet the needs of children at Horton Grange. There is a focus on driving forward and improving children's **fitness** (link child obesity) at various points in KS1 and 2. In lower KS2 additional units are incorporated to develop children's ability to develop own **playground games**, understanding **fair play, winning, losing** and building on the concept of **SUMO**. In KS2, the curriculum is enriched by our school's residential programme. In addition to outdoor adventurous units in the curriculum map, O.A.A. skills are also developed specifically during Year 3 (**Forest School**), year 4 (**Dukeshouse Wood**) and Year 6 (**Haws End**). During these visits children develop **problem solving, orienteering** and **team building skills**. The children also take part in a range of **festivals** and **competitions** to enrich the curriculum. PE provision is enhanced and supported by a range of **clubs** on a rotating programme. From an early age children are encouraged to set up their own equipment. PE should be used as an opportunity to develop **speaking and listening skills, co-operation** and **independence**.

Fitness is promoted through participation in the **daily mile**. In addition an active week takes place in Summer 2 to enhance provision and provide specialist input.

Some elements of the previous NC have been retained and therefore within units there is a balance of:

Acquiring and developing skills

Selecting and applying tactics

Communicating, collaborating and competing (new KS2)

Evaluating and improving (**KS2** only)

Knowledge and understanding of fitness and health (**Y2 onwards - retained from previous curriculum due to needs of the school**).

All sessions should include an appropriate **warm up and cool down**. As children get older they should be involved in designing their own warm up and cool down routines and articulate reasons why we warm up.

Resources to support planning.

The **Val Sabin** scheme of work and **PE online planning** resources may be used to support planning but please complete an overview sheet using the school format, which should include criteria for good and outstanding progress for the end of the unit. This should be based on the outcomes from the core task outlined in lesson 1 of the PE online planning. (All staff have log in for this)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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HEALTH AND FITNESS SHOULD RUN THROUGH ALL LESSONS

CONTENT OF CURRICULUM MAP MAY CHANGE ORDER LINKED TO FESTIVAL TIMETABLE AND ENTRY TO EVENTS

Y1	Gymnastics (Bouncing, jumping, landing)	Dance	Games – throwing and catching	Games – bat and ball games	Fitness (sports day events)	Team games / playground games
Y2	Games (multiskills) Throwing and catching games with rules	Dance / Gymnastics Movements to music and sequences of movements (LINKED TO DANCE FESTIVAL)		Games (invasion / dribbling and kicking)	Fitness (sports day events)	Active play Team games
Y3	Invasion games Football	Gymnastics – Symmetry and asymmetry	Games / PSHE / creating games Tag rugby	Dance – Language of dance	Athletics and fitness	Games (Net / wall) Tennis
Y4	Gymnastics - balance	Invasion games: Netball / basketball	Dance	Striking and fielding Rounders	Athletics and fitness Outdoor adventurous (Dukeshouse Wood)	Swimming
Y5	Swimming	Swimming	Swimming	Swimming	Swimming	Athletics and fitness
	Net games - tennis	Gym - control and balance/sequence work	Invasion games - football	Dance	Athletics and fitness	Striking and fielding - rounders
Y6	Invasion games: Tag rugby Outdoor Adventurous Hawse	Invasion and target games: Netball and basketball	Gym: Bridges, control, strength and flexibility	Games: Tri golf and hockey	Athletics and fitness	Striking and fielding: Cricket

Assessment (area for development)

The core tasks play a key role in assessment and should be used where possible as a baseline to inform planning as well as to assess progress. Video / pictures should play a key role in assessment, both for the baseline and end of unit.

Inclusion

Every child has a legal right to PE. Should you require any advice on how to include specific children with specific needs please consult the SENCO. Annotations must be made on planning.

Differentiation

The core task cards demonstrate how the concept of STEP (space, task equipment and people). Please use them as a resource.

Swimming

All children receive swimming lessons in the final term of Y4 and 2 terms of Year 5. Where needed a swimming catch up programme is ran.

BAALPE

Please refer to BAALP safety handbook for advice on specific activities as it gives subject specific advice on safety. (resource room)

PE KIT

Spare PE kit is kept in the school office. Please ensure this is signed in and out. If children regularly forget PE kit then it the class teachers responsibility to contact parents.

Non participants

KS1 and 2 non participation should also act as coaches, timekeepers, scorers etc.

SAMPLE PE PLAN FROM ONLINE PE RESOURCES

Topic	Netball	Level	3	Theme	Lesson 1 of 6 – Core Task: Introduction Lesson	Title	PEplanning Netball Additional Plans
Learning Objectives	<ol style="list-style-type: none"> 1. Get into good positions to pass the ball - AD Level 3 2. Get into good positions to receive the ball - AD Level 3 3. Describe how their bodies feel when they are warming up and playing games - KUFH Level 3 						

Teaching Assistant		Special Educational Needs	
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Literacy: Keywords	Explore the game; Passing; Possession; Shoot; Score; Teamwork	Citizenship	Develop own ideas and experiences	Numeracy	Keep score of the game
Risk Assessment	<ul style="list-style-type: none"> • Area safe and checked – any hazards removed • Equipment safe and checked • Safety information highlighted to participants • Equipment suitable for participants • Suitable clothing and footwear worn by participants 	ICT		Equipment	Netballs or suitable balls that bounce; Marker Cones; Bibs; Hoops

Teacher Notes	<p>This is the first lesson in the Netball unit of work</p> <p>The intention of the lesson is to give the children the opportunity to experience and explore the game by playing the QCDA Core Task with a netball slant to it. There are two reasons for this:</p> <ol style="list-style-type: none"> 1. The QCDA Core Task acts as an introduction to Netball for the children. It gives them the opportunity to have a go at the game and explore it for themselves 2. It provides an opportunity for you to make an initial assessment of your class's ability. By observing the children you can make a judgement on the current level of the children and the level at which you should set for teaching the rest of the unit. Guidance on this can be found in the lesson evaluation section of the plan
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Warm Up	Stuck in the Mud	Strand: KUFH	Duration: 3 – 5	Teaching Points
<ul style="list-style-type: none"> • Set out a 30 by 30 step area for the children to play in • Select 4 children to be Taggers • All children must stay in the area • The Taggers aim is to try and catch (tag) all the other children • The other children move around trying to avoid being tagged 				<ul style="list-style-type: none"> • Head up: <ul style="list-style-type: none"> - Look where you are going - Look out for taggers - Look for space to move into • Avoid other children

Game	Invasion Games – Unit 11 - discussion	Strand: AD; SA; EI	Duration: 20 – 25	Teaching Points
<ul style="list-style-type: none"> The aim of the game is to pass the ball to a nominated player in the end zone of a pitch Play the game four against two and then four against three Play on a pitch that is approximately 10 steps by 20 steps - the end zones should be about 2 steps wide and run the width of the pitch Play the game using netball skills and rules – children are not allowed to move when in possession of the ball To score points, the ball must be passed to, and caught by, a child who has been nominated to receive the ball in the end zone This child can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal' The goals should be small goals - hoops After each goal, the team that did not score takes a free pass from their back line If the ball goes out, the opposition passes it into play from where the ball went out <p>Adaptations and variations to the task</p> <ul style="list-style-type: none"> Play on a court that is wider or longer Try playing on a pitch that is longer than it is wide Play in smaller teams, e.g. three against one, three against two Play in slightly larger teams (if the children are more able) 				<ul style="list-style-type: none"> Introduction / Reintroduction to netball What skills do you need to use? Ask the children to think about this as they play the game Experiment with different ideas and skills How can you score points? Ask the children to think about this as they play the game Observe children whilst playing the game - are they able to play it successfully? Is this the correct level at which to teach the rest of your unit? Provide advice and guidance if necessary Explain the rules and how the game works then let the children explore the game for themselves Let the children have a go at the game

Warm Down	Static Stretching – teacher led - discussion	Strand: KUFH	Duration: 3 - 5	Teaching Points
<ul style="list-style-type: none"> Ask the children to stand in a semi-circle around the teacher Show the children a stretch they must copy Start at the top of the body and work all the way down the body stretching the major body parts - arms and legs 				<ul style="list-style-type: none"> Hold for 10-12 seconds Hold still, don't bounce Watch and copy Where can you feel the stretch?

Plenary	Teaching Points
What skills did you use to play the game today?	<ul style="list-style-type: none"> Encourage the children to think of what they did to play the game

Plenary	Teaching Points
How did you keep possession of the ball as a team?	<ul style="list-style-type: none"> Encourage the children to talk about the skills and tactics they used during the game – passing, finding and using space

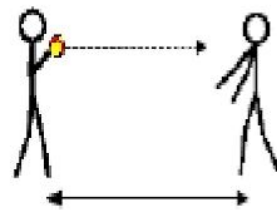
Evaluation
<p>How did the children get on playing the game today?</p> <ul style="list-style-type: none"> Most had a good go and played with some success – base the teaching for the rest of this unit of work at this level – Level 3 Most found the game too difficult – you need to focus on more basic skills at a lower level for this unit of work – Level 2/3 Most found the game too easy – you need to set your teaching at a higher level to challenge your class – Level 3/4

Passing – The Chest Pass

Fingers spread around the ball

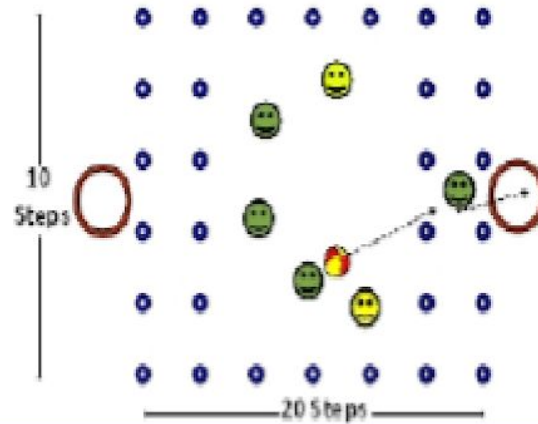


Thumbs



3 - 5 Steps

Invasion Games – Unit 11



Static Stretching – teacher led

Examples of Static Stretches:

