

Physical Education

Edmund Waller Curriculum

Intent

Implementation

Impact



Know, Explore, Communicate

Intent

“ A high-quality physical education 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.”

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

At Edmund Waller, we recognise the importance Physical Education plays in the curriculum and are committed to providing all children with opportunities to engage fully in PE. Our PE programme is in line with our school values:

Humanity

- We teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness, respect and equity of play to embed life-long values.
- We help children to build self-esteem, confidence and resilience.
- We teach children how to lead healthy, active lives.

Creativity

- We create an environment in our PE lessons where children have the skills to think creatively and communicate and demonstrate their findings with others.

Ambition

- We help children to develop competence to excel in a broad range of activities.
- We provide opportunities for children to engage in competitive sports and activities.
- We ensure that all pupils are provided with access to lessons.

Implementation

From Ofsted's Research Review Series: PE

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe>

Declarative – *What are the key facts that children should know?*

Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Declarative knowledge can be communicated through verbal or written means. Pupils could, for example, demonstrate their declarative knowledge through question-and-answer sections of a lesson, or spoken or written observations of a practical demonstration. With a more detailed declarative knowledge base, pupils can better verbalise their strengths and limitations as well as communicate their ideas, their decisions and the choices that they make during an activity or one that they observe.

Declarative knowledge alone, however, is not enough to physically educate because 'one can repeat the facts yet know nothing about the subject' in the same way that – arguably – you can acquire knowledge and not know how to use it. For example, the declarative knowledge of how to outwit an opponent in rugby is not the same as successfully outwitting them on the field.

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Procedural – *What are the things that all children should be able to do (skills)?*

Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game. This knowledge in a PE setting is best put into practice through physical demonstration or physical participation. Anderson theorised that all procedural knowledge begins as declarative knowledge and therefore argues that before taking action, you must have acquired a degree of declarative knowledge. For example, someone must have knowledge of what a headstand looks like and how to retain balance, before they start to practise doing one. Similarly, Chatzipanteli and others indicated that pupils require adequate declarative knowledge to improve their procedural knowledge.

Implementation

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Declarative and procedural

Both forms of knowledge, the 'know-what' and 'know-how', are vitally important in ensuring that pupils are being physically educated. Pupils need to be explicitly taught what the links are between declarative and procedural knowledge. Without the declarative knowledge of motor movement, rules, strategies and tactics, and healthy participation, it might be that pupils can perform physically but they are not able to critically engage fully in the field of sport and physical activity, which could enrich their experiences.

PE Subject Overview

	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> Gymnastics 	<ul style="list-style-type: none"> Target games 	<ul style="list-style-type: none"> Invasion
	<ul style="list-style-type: none"> Net and Wall (tennis) 	<ul style="list-style-type: none"> Striking and fielding 	<ul style="list-style-type: none"> Dance: Mystery dance
Year 2	<ul style="list-style-type: none"> Gymnastics Fundamental skills and games 	<ul style="list-style-type: none"> Target games Fundamental skills and games 	<ul style="list-style-type: none"> Invasion Athletics
	<ul style="list-style-type: none"> Dance: Superheroes Fundamental skills and games 	<ul style="list-style-type: none"> Striking and fielding Team games (football) 	<ul style="list-style-type: none"> Net and wall (tennis) Athletics
Year 3	<ul style="list-style-type: none"> Dance: Based on a picture Fundamental skills and games 	<ul style="list-style-type: none"> Target games Team games (football) 	<ul style="list-style-type: none"> Striking and fielding Team games (hockey)
	<ul style="list-style-type: none"> Gymnastics Team games (basketball) 	<ul style="list-style-type: none"> Invasion Team games (rounders) 	<ul style="list-style-type: none"> Net and wall Athletics

PE Subject Overview

	Autumn	Spring	Summer
Year 4	<ul style="list-style-type: none"> Gymnastics Team games (football) 	<ul style="list-style-type: none"> Dance: Mystery dance Team games (basketball) 	<ul style="list-style-type: none"> Net and wall Team games (cricket)
	<ul style="list-style-type: none"> Target games Team games (netball) 	<ul style="list-style-type: none"> Invasion Team games (hockey) 	<ul style="list-style-type: none"> Striking and fielding Athletics
Year 5	<ul style="list-style-type: none"> Swimming Target games 	<ul style="list-style-type: none"> Invasion Team games (hockey) 	<ul style="list-style-type: none"> Striking and fielding Team games (rounders)
	<ul style="list-style-type: none"> Gymnastics Team games (football) 	<ul style="list-style-type: none"> Dance: Based on a traditional dance Team games (basketball) 	<ul style="list-style-type: none"> Net and wall Athletics
Year 6	<ul style="list-style-type: none"> Gymnastics Team games (hockey) 	<ul style="list-style-type: none"> Invasion Team games (cricket) 	<ul style="list-style-type: none"> Dance: From different eras Team games (handball)
	<ul style="list-style-type: none"> Target games Team games (football) 	<ul style="list-style-type: none"> Net and wall Team games (netball) 	<ul style="list-style-type: none"> Striking and fielding Athletics

Impact

At Edmund Waller Primary School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. As a result:

- children talk confidently about their learning in PE, using appropriate and technical vocabulary.
- children enjoy taking part in lessons and are confident to demonstrate their skills.
- children discover new interests.
- children learn to take responsibility for their own health, well-being and fitness.
- children confidently apply their physical education knowledge to other areas of learning and outside interests.
- children understand the values and importance of fair play and being a good sportsperson.
- children are prepared for the next stage of their physical education.
- outcomes at the end of each Key stage are in line or above National expectations (please see the next four slides for more information) and progress in PE is evident.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Games – Invasion, Striking and Fielding and Net and Wall	<ul style="list-style-type: none"> Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. Throw underarm in a mature pattern. Develop an overarm throw. Catch a large ball without cradling or trapping it against the body. Dribble a ball with hands or feet, while moving slowly in their own space. Kick a stationary ball from a short run-up. Strike a ball off a tee with a bat. Strike a ball with a short-handed bat. Send an object towards a target. 	<ul style="list-style-type: none"> Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball. Be able to transition fluently from one type of locomotion skill to another. Throw underarm to a partner or towards a target accurately. Throw overarm for distance with increasing accuracy. Catch a small ball thrown from a partner. Catch a large ball thrown from a partner, while on the move. Dribble a ball with hands or feet, while changing speed and direction. Send and receive a ball to and from a partner in a variety of ways, kicking, throwing, striking with a variety of implements (including long-handled implements, e.g. hockey sticks) while stationary initially. Use a balanced stance to send or receive a ball. Be able to change direction quickly. 	<ul style="list-style-type: none"> Demonstrate a mature pattern in a variety of locomotion skills during small-sided games and activities. Use a variety of locomotion and object-control skills to score in small-sided games. Throw in a variety of ways, and accurately towards a number of different targets, including moving targets. Catch a ball in a variety of positions (high, low, near to the body) and with different degrees of force. Pass and receive a ball with the feet, hands or implement while on the move. Maintain a rally with a partner. Change levels and pathways quickly and fluently. Move an opponent around by throwing into space. Pass and move quickly into space. Dribble a ball with hands or feet, while changing speed and direction, fluently and efficiently.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Games – Invasion, Striking and Fielding and Net and Wall (Continued)	<ul style="list-style-type: none"> • Make simple decisions, e.g. which target to aim for. • Use the terms 'opponent' and 'teammate'. • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. • Decide when and where to pass. • Keep possession by passing and receiving a ball. • Recognise space on a court or pitch. • Use a base position. • Decide which base to pass to depending on position of opponent. 	<ul style="list-style-type: none"> • Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them. • Evade an opponent. • Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to. • Maintain possession by supporting the ball carrier. • See pitch and court spaces, long and short. • Cover the court as a team. • Determine when to run on or stop at a base. 	<ul style="list-style-type: none"> • Defend a space or a player. • Employ feinting. • Work within the strategy of the team. • Support the ball carrier while moving towards a forward target. • Move into space, making decisions on when and where to move. • Use a quick outlet pass when appropriate. • Make 'power versus accuracy' decisions. • Use a variety of shots for short and long delivery. • Shift to cover space. • Decide when and if bases need to be covered. • Communicate effectively during a game. • Adjust backswing, step and approach relative to requirements of the shot.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Dance	<ul style="list-style-type: none"> Perform a range of actions with control and coordination. Respond with different ways of moving to a variety of stimuli, e.g. music, song or a book. Link actions to perform short dances. Repeat and remember simple movement patterns. Demonstrate stillness in a range of shapes. Explore actions that express ideas for a dance. Use a prop such as a scarf to experiment with moving. Apply movement adaptations to their movement techniques, e.g. an unhappy walk. Express emotions through facial expressions, gestures and posture. Describe their choices of movement. Choose which actions to change with the movement adaptations of space, dynamics and relationships. 	<ul style="list-style-type: none"> Choreograph a sequence of between four and six movements, which can be recalled and repeated. Use real-life situations or stimuli, e.g. a poem or a picture, as a basis to create imaginative movements. Participate in a group dance and talk about individual and group contributions. Identify and describe shapes and pathways within a dance. Identify and describe dance styles from different eras. View and describe dances from other cultures and know where they come from. Demonstrate a simple dance from a different culture. Describe what they like or dislike about a dance. Perform expressively by varying the movements in a sequence, using dynamics, space and relationships. Express emotions with realistic actions, e.g. stamp when angry, skip when happy. Explain how a movement can represent an idea. Create movements and phrases that convey a definite idea or sequence of events. Structure a dance to tell a story. Use action reaction techniques. Use compositional devices of canon and unison. Choose the order of the dance for maximum spectator impact. 	<ul style="list-style-type: none"> Choreograph a short dance based upon a specific theme or idea. Create a dance with a clear beginning, middle and end. Choose appropriate music to accompany the dance. Experiment with alternative and imaginative ways of moving, by asking 'How about?' questions. Identify and discuss how dynamics are used within a dance. Compare and contrast dances from different eras and cultures. Understand and value that dance from different cultures and eras is created in different ways and can serve different functions in a community. Perform a dance from a different culture, demonstrating key features. Describe and evaluate the production of dances, taking into account costume, lighting, set and sound. Describe, using a range of vocabulary, how watching or performing a dance makes them think and feel. Use compositional devices such as counterpoint and complement. Perform expressively to illustrate a theme. Perform with focus towards an audience. Choose contrasting dances to maintain audience interest. Make decisions on how and when to include compositional devices for maximum impact.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Gymnastics	<ul style="list-style-type: none"> • Copy and remember actions. • Travel in a variety of ways (walking, running, hopping). • Balance on a variety of large and small body parts (back, tummy, hands and feet). • Perform a variety of rolls to include egg roll, log roll, rock to stand and forward roll. • Link movements together into a short sequence using floor and apparatus. • Remember, repeat and be able to refine movements in a sequence. • Climb safely on equipment. • Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance. • Take some weight on hands, e.g. in a bunny hop. • Set up apparatus safely. • Vault on to a bench. • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level. • Make decisions on which actions are best performed on apparatus. • Make decisions on the choice of actions to be performed ensuring smooth links. 	<ul style="list-style-type: none"> • Travel in a variety of ways (skipping, galloping). • Balance on a variety of large and small body parts (front, back and side support, shoulder stand). • Move in a clear, fluent and expressive manner. • Work alongside, away from and towards a partner. • Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls). • Take weight on hands (progressions towards a cartwheel). • Use the five basic jumps and vary them using turns and shape. • Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting. • Vault on to a small box placed longways. • Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner. • Link a variety of movements into a sequence of ten moves to include floor and apparatus, starting and finishing positions and simple partner balances. • Choose skills which both partners can perform well. • Choose when and how to use techniques like unison and canon to add interest to the sequence. • Use the apparatus to support more complex movements, e.g. handstand against a movement table. 	<ul style="list-style-type: none"> • Create complex and well-executed sequences that include a full range of movements (jumps, rolls, balance, travelling and weight on hands) linked fluently and performed with expression. • Create a sequence with a partner/small group to include simple partner balances. • Practise and refine the gymnastic techniques used in performances. • Participate in a variety of gymnastic disciplines to include sports acrobatics, artistic gymnastics and rhythmic gymnastics. • Vault on to or over a box placed sideways. • Choose contrasting actions, levels, speeds, effort, canon and unison, symmetry and asymmetry to add interest to a sequence. • Enter and exit actions in a variety of ways, e.g. arabesque into a forward roll. • Evaluate the quality of a gymnastics sequence. • Make choices on actions to be performed based on the ability of the whole group. • Choose group balances which can be exited and entered fluently.

Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Athletics	<ul style="list-style-type: none"> Athletics activities are combined with games in Years 1 and 2 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting targets for improvement.
Swimming	N/A	N/A	<ul style="list-style-type: none"> Swim at least up to 25 meters unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below the water. Perform a safe self-rescue in different water-based situations.