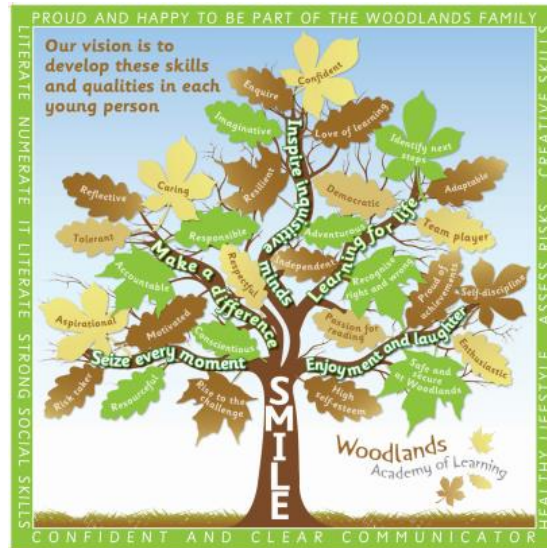




Physical Education at Woodlands Academy



Intent:

It is our aim at Woodlands that PE inspires all pupils to show determination and excel in competitive sport and other physically demanding activities. We strive to instil a passion for sport that enables pupils to become physically confident in a way that supports their health and fitness.

At Woodlands, we aim to provide children with opportunities to compete in sport and other activities that build character and help embed values such as teamwork, self-belief, honesty and respect. Most importantly, we highlight the relationship between physical activity and well-being and the important benefits this has on their lives and their future.



Implementation:

Over the course of the academic year, children explore a broad range of sports, skills and knowledge. They engage in lessons that are progressive and challenging, enabling them to become confident in their health and fitness.

Children participate in a 'Weekly Mile' challenge, allowing them to challenge themselves and set personal goals to become healthier and fitter. Children aim to run a mile as quickly as they can, making improvements on their time/distance throughout the academic year.

Woodlands offers a range of after school clubs throughout the academic year, giving children the opportunity to experience brand new and exciting physical activities such as cheerleading, judo, dodgeball, basketball, multisport and football.

Children at Woodlands are encouraged to stay active during lunch times, having the opportunities to join in a number of activities including football and basketball.

Explore and Discovery week in the summer term enables children to spend a week immersed in a variety of activities relating to their health and fitness. Children explore not only what it means to be physically fit, but also how to be mentally healthy. Exploring physical and mental health gives children at Woodlands the tools to have a healthy, active lifestyle.

In the Summer term we also provide a fantastic opportunity for our children to learn and develop their swimming skills. We invest in our children by providing a pop up pool on our playground taught by qualified swim coaches.

Our children swim for three consecutive weeks for 45 minutes a day. At the end of the three weeks, we are able to track all children's progress and attainment in Distance, Technique, Water safety and safe self-rescue.

Throughout the school year, children have the opportunity to participate in a number of different competitive sports, enabling them to build on key sportsmanship skills such as **teamwork** and **respect**. These can take place in and out of school in which all children take part and represent their house colour.



Talk in Every Lesson

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, thumbs-up.
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate ("I noticed a few people saying... Can anyone explain why this cannot be true?").
- Teachers will plan for some 'open' questions in every lesson.
- Teachers will plan for some 'why' questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
 - Student provides idea.
 - Teacher repeats their idea to them ("So you are saying/you think...") and then praises them for contributing and asks if any other students have an idea.

Inclusion

SEND pupils are supported in their learning through a variety of strategies; some of these are outlined in the table below:

Universal strategies and approaches (Band 0)			
Explaining how to use equipment before use Health and safety Expectations of every lesson Getting changed Giving instructions step by step Structure of a lesson – warm up, main lesson and cool down Using key vocabulary WALT and WILF shared with class/group Reflect on their own progress and others at the end of each lesson			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Revisit previous learning Be able to use key vocab Talk to your partner Working in small groups Feedback on a whole class level Lessons are progressive	Vocabulary shared Evaluate learning and progress Opportunities to talk (peer, whole class) Feedback	Working together as a team - Team work The importance of sportsmanship Resilience Growth mindset Self-belief and confidence Importance of exercise to stay mentally healthy	Getting changed independently Improved physical fitness
Reasonable Adjustments (LA and Environmental SEND) (Band 1)			
Remind children how to use equipment before use Recap Health and safety Name some expectations of every lesson Be able to get changed independent most of the time. Teacher to support Tricky areas- e.g. tie, laces Repeat instructions Visual timetable– warm up, main lesson and cool down Using key vocabulary through prompts or visual aids Talk about their learning to their peers and Teacher Reflect on their own progress at the end of each lesson			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Visual clues Change instructions Task slicing	Good talking/good listening prompts Clear role and purpose Sentence stems Highlight possible dangers - position danger signs by potential hazards	Check in with a child regularly	Regular rest breaks Positive feedback Responding to preferred learning styles Develop independence when getting changed – longer amount of time, visual check list

SEND School Based Support (Band 2-3)			
Remind children how to use equipment before use Set out a visual rule poster to keep themselves safe. Know what they are learning about through prompts and visual aids. Have peer or adult support to get dressed and undressed. Short instructions Visual timetable– for lesson Visual timers to be used for tasks Complete a task linked to the learning Recap learning throughout the week to keep learning and skills simmering.			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Change instructions Task slicing	Pre/post teaching	De-brief Emotion check ins Use of time out to self-regulate Introduce self-soothing cool down exercises	Multi-sensory Slower pace of learning Low level of support needed to manage equipment Visual cue cards Task slicing Attention to seating, lighting and acoustics 1:1 opportunities and small group work Mixed ability partners/groupings Pre-teach Support for low vision aids Demonstration prior to children undertaking independently
SEND EHCP (Band 4)			
Clear/concise instructions Clear routines Pre-post teaching Children practise the skill prior to next lesson – opportunity to overlearn			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Visual prompts Visual time prompts Small targets to achieve within the lesson Photos of them at each point so children can see what they are to do	Makaton Visual prompts	Working in a small group Turn taking Interact Positive praise for growth mind set/resilience	Ear defenders Use of IPAD when working for music Warnings before music/sound comes on

Progression-Essential Learning and Vocabulary

Gymnastics

Nursery 1 I'm Special	To listen and to follow instructions To know how to travel (walk, run, hop, jump) To know how to not bump into peers or objects To know what a space is I know how to find a space when asked to stop To know how to travel into a space	1. Instructions 2. Space 3. Stop 4. Walk 5. Run 6. Hop 7. Jump
Nursery 2 Dear Zoo	I know how to move in different ways I know how to make my own ways of moving I know how to travel to avoid obstacles	1. Travel 2. Avoid 3. Obstacles
Nursery 3 A Day at Animal Post Office	Travel in different ways (walk, run) Balance in different ways Climb over an object Follow an instruction to stop To know the key skill of gymnastics which is balance Evaluate your movements	1. Travel 2. Over 3. Under 4. Through 5. Balance 6. Climb 7. Stop
Reception 1 Gym in the Jungle	To control my body when traveling in different ways (slither, slide, shuffle, skip) Climb onto, or jump over, through, around or under an object. Follow an instruction to stop To know the key skills of gymnastics which are control and balance Combine two movements to create a sequence Evaluate your movements	1. Travel 2. Over 3. Under 4. Through 5. Balance 6. Climb 7. Hop 8. Jump 9. Sequence 10. Stop
Reception 2 Jumping Jacks	To jump off a range of equipment and land safely To balance on one leg for a few seconds Climb onto, or jump over, through, around or under an object. To know how to do a full body roll To know how to jump and hop from one space to another Balance in different ways To know the key skills of gymnastics which are control and balance Combine two movements to create a sequence Evaluate your movements	1. Roll 2. Balance 3. Sequence 4. Jump 5. Hop
Year 1	Travel in different ways (roll, jump, hop) To control their body to perform a full body roll To control their body to perform a jump To control their body to stay still and balance on one leg Link two of the movements to create a sequence	1. Roll 2. Jump 3. Balance 4. Sequence 5. Stop 6. Strength

	To know the key skills of gymnastics which are strength, control and balance Evaluate your movements	7. Control
Year 2	To know how to do a straddle To know how to do a pike To know how to do a star jump To know how to do a straight jump To know how to land Link three of the movements to create a sequence using different ways of travel To know the key skills of gymnastics which are strength, flexibility, control and balance Evaluate your movements	1. Straddle 2. Pike 3. Star Jump 4. Straight jump 5. Land 6. Strength 7. Flexibility 8. Control
Year 3	To know how to do a tuck To know how to do a dish To know how to do an arc Link three of the movements to create a sequence using different ways of travel To know the key skills of gymnastics which are strength, flexibility, technique, control and balance Evaluate your sequence, specifying a strength and next step	1. Tuck 2. Dish 3. Arc 4. Flexibility 5. Technique 6. Evaluate
Year 4	To know how to do a front support To know how to do a back support To vary speed and direction when travelling in different ways To describe a sequence To work with a partner to link three of the movements to create a sequence, include - Starting position - one balance, - one shape with your body - Two ways of travelling - One jump - Finishing position To know the key skills of gymnastics which are strength, flexibility, technique, control and balance Evaluate your sequence, specifying a strength and next step	1. Front support 2. Back support 3. Starting position 4. Finishing position 5. Evaluate
Year 5	To know and undertake a forward roll, teddy bear and backwards roll To describe a sequence To work with a partner to use all previous learning to create and perform a sequence to an audience, including:	1. Tuck 2. Dish 3. Arc 4. Flexibility 5. Technique 6. Stretch 7. Cool down

	- Starting position - Three balances, - Create three shapes with your body - Two ways of travelling - Two jumps - Finishing position To know how to lead a cool down using some of the learnt stretches (back stretch, ham string stretch, calf stretch, shoulder stretch) To know the key skills of gymnastics which are strength, flexibility, technique, control and balance Evaluate your sequence, identifying strengths and next steps	8. Performance 9. Evaluate
Year 6	To know a short warm up routine using different stretches to stretch different parts of the body To know and undertake a frog balance To describe a sequence To work with a partner to use all previous learning to create and perform a sequence to an audience, with a higher degree of control for each movement, including: - A piece of apparatus - Starting position - Three balances, - Create three shapes with your body - Two ways of travelling - Two jumps - Finishing position Be able to evaluate a peer's sequence, identifying strengths and next steps	1. Warm Up 2. Stretch 3. Frog Balance 4. Control 5. Evaluate

Invasion Games

Nursery Super Worm	To know how to catch a bean bag To know how to throw a bean bag To know how to aim and thrown into a target To know how to kick a ball To know how to work with a partner	1. Catch 2. Throw 3. Kick 4. Partner 5. Target
Reception Best of Balls	To know how to control a ball (handle) To know how to move a ball around the body To know how to catch a range of objects To know that when I pat a large ball it makes it bounce To know how to throw an object To know how to throw at a target To know how to throw in to a target To know how to travel in a range of ways (jogging, backwards, sideways, jumping, hopping, skipping) To know how to kick a range of objects towards and into a target	1. Catch 2. Throw 3. Control 4. Bounce 5. Travel 6. Target 7. Kick
Year 1 Hand Ball	To know how to catch a large soft ball To know how to throw a large soft ball To know how to aim and control the ball to hit a large target To know the main rules of handball: how to score, how to stop the ball hitting the target	1. Catch 2. Throw 3. Aim 4. Control 5. Target
Year 2 Netball	To know how to catch a large harder ball To know how to pass a large harder ball with a degree of accuracy so that someone can catch it To know the main rules of netball e.g. don't move when you have the ball	1. Control 2. Pass
Year 3 Football	To know which part of the foot to use to kick the ball To know how to pass a football with accuracy and control to a person To know how to shoot in order to score a goal / hit a target with precision and accuracy To know how to dribble a ball with control To be a team player know that you need to communicate and listen To know how to defend your opponent to prevent them from getting the ball. To know how to get the ball from your opponent (attack) To know the main rules of football	1. Free 2. Dribble 3. Shoot 4. Goal 5. Defend 6. Opponent

Year 4 Basketball	To know how to catch a basketball on the move To know how to pass a basketball on the move To know and learn the chest pass To know and learn the bounce pass To know how to dribble with the ball To know how to use the set shot to score a goal. To know how to defend in a game To know how to attack in a game To know the main rules of basketball	1. Chest pass 2. Bounce pass 3. Dribble 4. Set shot 5. Defend 6. Attack
Year 5 Hockey	To know how hold the stick accurately To know how to use the flat side of the stick to Indian Dribble the ball To know how to use the flat side of the stick to strike the ball To know how to stop the ball and control it with their stick To know how to drag the ball with control To know what you need to consider for effective passing (distance, speed, team work) To know a push pass To know a slap pass To know a hit pass To know how to defend in a game To know the rules of hockey	1. Indian Dribble 2. Strike 3. Drag 4. Distance 5. Speed 6. Push pass 7. Slap pass 8. Hit pass
Year 6 Tag Rugby	To know how to throw and catch the ball To pass in a flat line To pass the ball in a diagonal line To know the difference between a knock on and forward pass To know how to defend in rugby To know the rules of tag rugby, including passing backwards and tagging	1. Diagonal 2. Flat Line 3. Knock On 4. Forward Pass 5. Tag Rugby

Tennis

Year 1 Large soft ball	To know how to hold the racquet To know how to swing the racquet To know how to use the racquet to hit a larger ball	1. Racquet 2. Ball 3. Swing 4. Hit
Year 2 Large soft ball	To know how to control the racquet (e.g. balance, bounce a ball on the racquet) To know what forehand means To hit the ball back to a partner with a degree of accuracy so they can catch (when they have thrown the ball to them) To know the aim of tennis and how to score a point on a basic level	1. Control 2. Forehand 3. Score 4. Hit
Year 3 Large soft ball	To know the different part of the racquet (handle, shaft, head, strings) To know what forehand and backhand means To know how to position yourself to receive the ball To know how to undertake a cooperative rally with a bounce before hitting the ball back To know the basic rules of tennis	1. Control 2. Forehand 3. Backhand 4. Handle 5. Shaft 6. Head 7. Strings 8. Position 9. Cooperative rally
Year 4 Tennis ball	To hit the ball back to a partner so they can catch (when they have thrown the ball to them, varying speed and force) To know what forehand and backhand means and undertake To know how to undertake a cooperative rally and keep it going with a bounce in front of the partner before hitting the ball back To know how to hit the ball to make it difficult for your partner to return (Differing speeds and heights) To know the basic rules of tennis (net, bounce, winning – first to 7 points wins)	1. Control 2. Forehand 3. Backhand 4. Cooperative rally 5. Return 6. Bounce
Year 5	To know how to serve To know the skills involved for a successful cooperative rally (accuracy, bounce position) To know the importance of good footwork that enables the ball to be hit with good technique To know when to use forehand, backhand playing shots in a game situation To know how to aim when taking a shot (varying shot direction) To understand the importance of space when taking shots (tactics)	1. Tactics 2. Space 3. Footwork 4. Underarm serve

	To know why it is important to evaluate your performance To know that a player needs to serve from the back of the court	
Year 6	To know how to serve with greater accuracy To play tennis following the rules and implementing skills learned To be able to evaluate in order to improve and identify next steps To be exposed to the language of tennis (Love, Deuce, Advantage, Doubles)	1. Underarm serve

Athletics

Nursery	To know that there is always a winner To know how to work as a part of a team in a group or a race	1. Winner 2. Loser 3. Team work
Reception	To know how to push an object To know how to move a ball in different ways To know how to throw an object at a target To know how to throw a ball into a target To know how to run confidently and safely To know how to jump in a variety of ways (over an object) To know how to support my friends	1. Target 2. Throw 3. Aim 4. Support
Year 1	To know and recall the correct running technique To jump with control, coordination and consistency To understand competition, competing competitively To know what good sportsmanship means To know a controlled over arm technique towards a target	1. Control 2. Coordination 3. Consistency 4. Technique 5. Sportsmanship 6. Competitively 7. Over arm
Year 2	To know and recall the running technique (arms in L shape, head up and straight, pick knees up, sprint on balls of feet) To know and recall the jumping technique (feet straight, facing forward, back straight, bending knees, swinging arms) Throwing – know an underarm throw, pull throw (over arm) and develop both of these	1. Balls of feet 2. Swinging 3. Straight 4. Underarm 5. Pull throw
Year 3	Know what athletics is To know how to show control, coordination and consistency when running (short steps, long strides, straight arms, bent arms, swinging arms) To know how to show control, coordination and consistency when throwing To know how to show control, coordination and consistency when jumping To know how to develop their technique	1. Athletics 2. Stride 3. Technique 4. Consistency 5. Coordination
Year 4	To know what athletics is and name some of the competitions (track, field) Develop sprinting further (elbows 90 degrees and move them past the side of the body, move legs as fast as possible, high knees enable a long stride, balls of feet to make contact with ground)	1. Track 2. Field 3. Sprinting 4. Long distance running 5. Stamina 6. Pace 7. Triple jump

	To know the key points to remember when running a long distance To know how to perform the triple jump To know the pull throw for javelin To know how to pass the baton in relay	8. Javelin 9. Baton 10. Relay
Year 5	Embed Year 4 sprinting technique To know how to undertake different stretches for different parts for the body for a warm up To know how to undertake different stretches for different parts for the body for a cool down To know what makes a good distance throw (and how to increase the throw) To know how to perform the long jump technique To understand the purpose of muscles To know what the Olympics are To identify how their running and jumping has improved	1. Warm Up 2. Cool down 3. Long jump 4. Distance 5. Muscles 6. Olympics
Year 6	To continue to develop sprinting technique To know the importance of being physically fit To know how to use a pull throw (javelin) and fling throw (discus) To know the technique for long jump To know how to evaluate current and previous performances and identify next steps To consider how games can be adapted so that everyone can achieve	1. Physically Fit 2. Discus 3. Adapted

Dance

Nursery	To know that moves can be fast and slow To know that dance moves can look different To know how to share ideas about a dance To know how to start joining dance movements To know how to create a short dance using own ideas	1. Dance 2. speeds- fast/slow 3. Share 4. Join 5. Movements 6. Ideas
Reception 1- Dance Dinosaurs	To know that you can move the body to music To understand what moves are suitable for the music To remember movements to create a short dance To know how to join a range of dance movements To be able to talk about a dance performance To know how to make a dance better	1. Move 2. Suitable 3. Movements 4. Join 5. performance
Reception 2- Dance till you drop	To know that you can move the body at different speeds to music To be able to share my ideas about a dance performance To know how to join a range of dance movements To recall 3 different styles of dance (ballet, ballroom, latin, bhangra, rock and roll, Scottish, country, breakdancing) To know how to change a dance to suit a different style To know how to join a range of dance movements to create a short dance To know how to make a dance better	1. speeds- fast/slow 2. join 3. styles of dance 4. create 5.
Year 1	Travel in different ways (roll, jump, hop) To know that music has a beat To know how to join different ways of travelling To know how to move confidently and safely in a space To know what the word level means in dance To know how to change speed in a dance To know how to change level in a dance To know how to change direction in a dance. To know how to perform movements using a range of body parts/actions To know that a dance has a beginning, middle and end To know how to join a range of dance movements to make a simple dance	1. Travel 2. Safely 3. Level 4. Speed 5. Direction 6. Perform 7.

	To know how to work individually To know how to work with others	
Year 2	To know that there are 8 beats to count in music To know they have to use these beats when performing To be able to count the beats when performing To know how to remember and perform actions with coordination and control To know what agility is To know what balance is To know what coordination is To know how to create a short dance that communicates a mood or feeling To know how to perform a short dance using rhythm To create and perform a short dance with different levels	1. Count 2. Step 3. Movement 4. Performing 5. Coordination 6. Control 7. Balance 8. Mood 9. Rhythm
Year 3	To know why we move to the beat of the music To know what canon is in dance To be part of a canon To know why it is important to have a sense of rhythm in dance To know the style of dance tutting To recall a tutting phrase To know how to create a section of a dance using levels and mood To perform a dance as part of a group To perform a dance in pairs To know how to work well as part of a team	1. Beat 2. Cannon 3. Rhythm 4. Tutting 5.
Year 4	To know how to count in a beat of 8 To know music can be counted at different speeds (slow, medium and fast count) To know how to perform to a piece of music in time with the beat To know how to create a dance with different levels and moods To know what a motif is To perform a motif To know what unison is To perform a group dance in unison using group choreography To know that feedback on your performance can help you improve To recall a range of stretches to cool down	1. Count 2. Timing/beat 3. Motif 4. Unison 5. Feedback 6. Improve 7. choreography

Year 5	To know that we can move to the music using different beats to match the music To know what unison is and how to perform it To know how to show emotions and feelings of a character when dancing To know how to work well with others when creating a dance To know why it is important to dance with a sense of rhythm To know what a phrase is To know how to create a boxing bout phrase (The ring walk, The bout and The result) To know why we evaluate performances To know how to give constructive feedback To know the importance of performance to an audience	1. unison 2. emotions/feelings 3. boxing bout 4. phrase 5. evaluate 6. constructive feedback 7. Audience 8.
Year 6	To know that we can move to the music using different beats to match the music To know the importance of counting and keeping the beat of 8 when dancing To know what tutting is To know what cannon is To know what a question and answer phrase is To perform a question and answer phrase To know what a street dance is To know how to perform in the style of street dance To know how to create their own phrase of a street dance using all three levels To know how to perform comfortably to an audience	1. Question and answer phrase 2. Canon 3. Street dance 4. Phrase 5.

Games

Year 1 Rounders	To know what Rounders is To know some of the rules for Rounders To know what a fielders is To know what a batter is To know which throw to use when fielding To know what catch to use when fielding To know how to hold and grip the bat To know how to swing the bat To know how to hit the ball on the tee	1. Batter 2. Fielder 3. Grip 4. Swing 5. Teamwork
Year 2 Cricket	To know what a striking and fielding game is To know what cricket is To know they have to catch or collect the ball if you are a fielder To know how to hold and grip a cricket bat using two hands To know that you need to hit the ball with the flat side of the bat To know how to catch the ball using two hands, one hand and one hand to the other.	1. Striking 2. Fielding 3. Grip 4. Catch
Year 3 Rounders	To recall the position in Rounders- fielder, batter, back stop. To know some of the rules for Rounders To know how to work together as fielders To know you need to throw a ball over arm for distance To know how to catch a smaller ball in Rounders To know it is important to catch the ball as a fielder To know how to hit a ball with increasing control from a tee To know where batters need to run when playing Rounders	1. Control 2. Stumped 3. Communication 4. Throw 5. Tee
Year 4 Rounders	To recall the rules for Rounders To know how to complete a good throw in Rounders To know how to accurately throw overarm as a fielder at an intended target (child/ stump) To know how to bowl the ball underarm at a target (child) To know how to catch a small ball by watching the ball closely and have their hands ready To know how to perform the correct stance when batting To know how to hit a travelling towards them To know how to travel around the posts for a point	Accuracy Power Target Aim Speed Bowl Stance Underarm Overarm

Year 5 Cricket	To know how to play a game of cricket To be able to play in groups of 4 a small game of cricket- batter, bowler and fielders To know how to protect the wicket with the bat To know what a run is To know that there is an overarm technique when bowling To know the bowler has to aim for the wickets To know how to evaluate the success of a game To know what tactics are needed when fielding To know what a defensive shot is to protect the wicket To know how to use different tactics when batting e.g. for different bowlers	1. Wicket 2. Runs 3. Protect 4. Defensive 5. Tactics
Year 6 Cricket	To play an effective part in a game of cricket To know why different fielding techniques are important To know as a bowler how to make it more difficult for batters to score points To know as a bowler how to assess a batter's strengths and how best to bowl to them. To evaluate your bowling technique To know how to improve your overarm bowling technique To use different tactics when batting e.g. for different bowlers To know how to perform the straight drive To perform a forward defensive shot To know as a batter when is best to run To be able to suggest ways to improve	1. Techniques 2. Assess 3. Straight drive 4. Defensive shot 5. improve

Aspect: Swimming	
Nursery	
Reception	
Year 1	
Year 2	
Year 3	
Year 4	<u>Distance</u> Swim competently, confidently and proficiently over a distance of at least 25 metres <u>Technique</u> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
Year 5	<u>Distance</u> Swim competently, confidently and proficiently over a distance of at least 25 metres <u>Technique</u> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) <u>Water safety</u> Perform safe self-rescue in different water-based situations
Year 6	<u>Distance</u> Swim competently, confidently and proficiently over a distance of at least 25 metres <u>Technique</u> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) <u>Water safety</u> Perform safe self-rescue in different water-based situations

Curriculum Map Overview



Woodlands PE Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Gymnastics I'm Special, I'm Me (Coordination) Travelling and stopping	Gymnastics Dear Zoo (Agility and Balance)- travelling in different ways at different speeds and avoiding obstacles.	Gymnastics - A Day at the Animal Post Office (Agility and balance) Moving and balancing in different ways, avoiding obstacles. Using apparatus (Gym in the Jungle Twinkl resource, adapt using animals from story)	Dance- Commotion in the Ocean (Agility and balance) Dance till you drop! Twinkl Rec, adapt using creatures from the story?	Games- Superworm (Coordination) Ball control- Rolling and Dribbling Throwing and catching- Throwing To Targets.	Athletics- The Olympics (Competition and Teamwork) Sports Days
Reception	Gymnastics- Gym in the jungle	Invasion games - Best of Balls	Dance- Dance Dinosaurs	Gymnastics- Jumping Jacks	Dance- Dance till you drop	Athletics- The Olympics Sports Day
Year 1	Invasion games- Handball	Games- Tennis	Gymnastics	Dance	Athletics	Games- Rounders
Year 2	Invasion games- Netball	Games- Tennis	Gymnastics	Dance	Athletics	Games- Cricket
Year 3	Invasion games - football	Games- Tennis	Gymnastics	Dance	Athletics	Games- Rounders
Year 4	Invasion games – basketball	Games- Tennis	Gymnastics	Dance	Athletics .	Games- Rounders
Year 5	Invasion games – Hockey	Games- Tennis	Gymnastics	Dance	Athletics	Games- Cricket
Year 6	Invasion games – Rugby	Games- Tennis	Gymnastics	Dance	Athletics	Games- Cricket

Based on the need and the expectation of Year 6 meeting the National Curriculum expectation of 25m, two year groups will be targeted. The children will swim every day for 45 minutes over a 3 week period.

Impact:

At Woodlands, children are exposed to a broad, rich PE curriculum. Throughout the year, children work on agility, balance and coordination skills as a foundation of their fitness journey. Every term, children undertake a fitness assessment, and set personal goals to improve their overall fitness.

Each half term, children throughout the school focus on a different type of sport, enabling them to become confident in a number of different areas. Every year, these skills are built on, giving children the opportunity to become experts in each field. Children showcase their learning when they compete in tournaments against house teams at the end of each unit, enabling them to use taught skills and allowing accurate assessment to take place.

Autumn 1 – Gymnastics Gym in the Jungle

- 💡 To control my body when traveling in different ways (slither, slide, shuffle, skip)
- 💡 Climb onto, or jump over, through, around or under an object.
- 💡 Follow an instruction to stop
- 💡 To know the key skills of gymnastics which are control and balance
- 💡 Combine two movements to create a sequence
- 💡 Evaluate your movements

Working Towards		ARE		Greater Depth	
% working towards		% ARE		% greater depth	

This is an example of our teacher assessment at the end of each half term.

At the end of the year, we report overall PE achievements in a school report.

EYFS

Area of Learning & Development	Aspect	Age Related Expectations	Just Below Age Related Expectations	Below Age Related Expectations
Physical Development	Gross (large) motor skills			
	Fine (small) motor skills			

Years 1-6

Foundation Subjects

SUBJECT	ATTAINMENT	EFFORT
PE – Games		
PE – Gymnastics		
PE – Dance		
PE – Athletics		

Appendix

-PE National Curriculum

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

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.

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 periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

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.

Subject content

Key stage 1

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.