



John F Kennedy

PHYSICAL EDUCATION

SUBJECT OVERVIEW AND PURPOSE

WHY IS PHYSICAL **EDUCATION IMPORTANT?**

At South Bank MAT, the intent for our PE curriculum is to engage all pupils in physical activity. Through a range of positive experiences pupils develop an understanding and awareness of the importance of physical and mental health and well-being, thus encouraging a healthy lifestyle in and out of school.

The teaching of PE in our Trust encourages children to succeed and excel in a broad range of physical activities, be physically active for sustained periods of time and engage in competitive sports and activities. The Trust's PE curriculum aims to provide a varied and engaging approach to physical education embedding fundamental skills through:

- Invasion Games
- Net Games

■ Striking and fielding

- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor Adventurous Activities

Every school also provides opportunities for children to compete against themselves and others (including other schools), participate in extracurricular and enrichment activities and be inspired by real life sporting events and sportspeople.

The PE and Sport premium is used to enhance our curriculum offer throughout the MAT. The funding, and school delegated funding is used creatively and with imagination, so impact of provision and expertise is maximised. It is also of significant importance that sustainability and legacy of

resourcing – and Physical Education and Physical and Mental Health – is a priority. Each school within the MAT has specific strategies to provide a bespoke curriculum to meet the needs of their children.

PE AND BEYOND

We build our children's transferable skills base through PE in skills such as teamwork. evaluating performance. creativity and problem solving that can be utilised in all aspects of a child's life. Valuing oneself, working hard, contributing to a team, celebrating success, managing defeat and self-improvement are all life qualities that innate to physical education.

JOBS

The curriculum promotes the enjoyment of physical activity as a cornerstone of good health. This love of sport children gain through our curriculum, will promote a lifelong engagement in being active and healthy. This may be displayed in a sports career as a professional sportsman or in a sports setting, or enhance work-life balance by embracing social and family enjoyment of sport.

SEQUENCE OF KNOWLEDGE EXPLANATION

The sequence of knowledge (of Physical Education) is explicit but may be applied in different ways in different settings. It may be that PE is delivering sporting genres (Invasion, gymnastics, netball etc), or may be delivered in skill based themes (catching and throwing etc). The substantive and disciplinary knowledge of skills and tactics is however always clear and transparent across all schools.





YEAR1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6 **INVASION GAMES** DRIBBLING DRIBBLING DRIBBLING DRIBBLING DRIBBLING DRIBBLING ■ Travel with a variety of balls. ■ Travel with ball and be able to stop and ■ Increased speed when dribbling. ■ Head up to observe whilst travelling. ■ Understand when to dribble/when to pass. ■ Use more than one technique. change direction. ■ Dribble under pressure in game situation. ■ Select best direction to travel in a game ■ Difference between dribbling into space ■ Dribble in sensible areas of the pitch. PASSING/RECEIVING or dribbling past an opponent. ■ Fluency between dribbling and passing. situation PASSING/RECEIVING PASSING/RECEIVING ■ Pass ball to partner whilst stationary. ■ P/R with increased speed and accuracy. ■ Receive ball from partner whilst stationary. ■ Pass using more than one technique. PASSING/RECEIVING PASSING/RECEIVING PASSING/RECEIVING ■ Track a ball and get in line to receive. ■ P/R on the move. ■ P/R over longer distances. ■ Select best passing technique. ■ Fluency between receiving and ATTACKING ■ Understand the importance of possession ■ P/R consistently under pressure in a game ■ Select best receiver. transitioning to dribble. ■ Understand where the ball needs to go in ATTACKING ■ Ouick decisions: P/R in shortest time. ■ Understand the word 'attack'. ATTACKING ATTACKING order to score. ■ Move ball through dribbling and passing ■ Work on shooting/scoring technique. ATTACKING ■ Effective communication linked to ATTACKING DEFENDING towards a goal. ■ Movement to evade markers. ■ Understand when to pass and/or shoot ■ Ability to score. ■ Can chase/follow an opponent. ■ Move into space to receive. ■ Introduce feinting. ■ Constant movement to support attack ■ Impact teams performance. ■ Frequent communication. ■ Begin to communicate. DEFENDING and get into optimum position to receive. ■ Instant transition from defence to attack. OTHER KNOWLEDGE ■ Understand the word 'defend'. ■ Constant effective communication. ■ Able to talk about what they can do. DEFENDING ■ Be able to move into a position that DEFENDING DEFENDING makes it difficult for the opponent. ■ Regain possession through intercepting. ■1 v 1 defending techniques. ■ Safe tackling techniques. DEFENDING MOVEMENT FUNDAMENTALS ■ Introduce marking. ■ Movement to get back into a defensive ■ Understand that defending space is ■ Alter tactics during game if not successful. Run and jump forward, backwards. OTHER KNOWLEDGE ■ Begin to communicate. position. different to marking an opponent. ■ Constant effective communication. sidewards. Stop when required. Recognise ■ Understand how body feels during exercise. ■ Frequent communication. ■ Effective communication. space around them. ■ Understand basic rules. OTHER KNOWLEDGE OTHER KNOWLEDGE OTHER KNOWLEDGE ■ Understand have a weaker/stronger ■ Understand basic science behind warm-OTHER KNOWLEDGE ■ Coach/captain teams. hand/foot. up and cool-down. ■ Analyse own strengths/areas of improvement. ■ Understand different team positions. ■ Referee games. ■ Know why exercise is good for you. ■ Understand teamwork is vital. ■ Understand basic long-term effects of ■ Analyse teams strengths and areas of MOVEMENT FUNDAMENTALS ■ Show respect to opponents. ■ Be able to lead small group warm-up/ improvement. ■ Ability to change direction at pace when cool-down. ■ Lead class warm-up/cool-down. **MOVEMENT FUNDAMENTALS** MOVEMENT FUNDAMENTALS required ■ Show respect to teammates. ■ Understand rules of several sports. ■ Fluency when changing direction at pace Revise all movement patterns at and being aware of space. MOVEMENT FUNDAMENTALS MOVEMENT FUNDAMENTALS maximum pace. ■ Understand a change of pace is useful in ■ Agility demonstrated by optimum body position (low centre of gravity, knees game situations. bent etc). **NOTES** NOTES NOTES **NOTES**



YEAR1 YEAR 2 YEAR 3 YEAR 4 YEAR 5 YEAR 6 STRIKING AND FIELDING STRIKING STRIKING STRIKING STRIKING STRIKING STRIKING ■ Strike ball with hand. ■ Some consistency when striking the ball ■ Strike a ball that has been bowled. ■ Strike ball with greater consistency. ■ Demonstrate technique differences ■ Strike ball with power and direction. ■ Explore striking with a bat. with bat. ■ Strike ball with correct technique. between attacking and defensive shots. THROWING/CATCHING THROWING/CATCHING THROWING/CATCHING THROWING/CATCHING THROWING/CATCHING ■ Correct throwing technique to match game THROWING/CATCHING ■ Make difficult catches under pressure in ■ Throw accurately in game situation. ■ Explore under/overarm throwing. ■ Develop power of underarm and overarm situation. ■ Throw overarm over a greater distance. game situation. ■ Develop one-handed catch. ■ Develop difficult catches: high balls, sprint ■ Introduce catching technique. throws. ■ Make a simple catches in game situation. ■ Some consistency with two handed catch. and catch etc. ATTACKING (BATTING) ATTACKING (BATTING) ATTACKING (BATTING) ATTACKING (BATTING) ■ Team communication to aid decision-■ Strike a ball for others to collect. ATTACKING (BATTING) ■ Understanding where to strike ball to give ■ Choose correctly when and where to run. ATTACKING (BATTING) making regarding attempting to run. ■ Observe the fielding positions. ■ Understand what a successful strike looks best chance of scoring. ■ Understand different options regarding DEFENDING (FIELDING) like and how it can be turned into points. direction/type of strike. DEFENDING (FIELDING) DEFENDING (FIELDING) ■ Fully understand the rules. ■ Track and stop a moving ball. DEFENDING (FIELDING) ■ Make correct decisions regarding areas to DEFENDING (FIELDING) ■ Create barriers to stop ball. ■ Develop bowling technique. throw to. DEFENDING (FIELDING) OTHER KNOWLEDGE ■ Basic understanding of the role of the ■ Quick pick-up and throw. ■ Cover space and adjust position. ■ Able to talk about what they can do. fielding team. OTHER KNOWLEDGE ■ Team communication. OTHER KNOWLEDGE OTHER KNOWLEDGE ■ Develop back-stop/wicket-keeper. ■ Coach/captain teams. MOVEMENT FUNDAMENTALS OTHER KNOWLEDGE ■ Understand basic science behind warm-■ Analyse own strengths/areas of ■ Fully understand methods of getting out. ■ Umpire games. Run and jump forward, backwards. ■ Understand how the body feels during up and cool-down. improvement. ■ Analyse teams strengths and areas of OTHER KNOWLEDGE sidewards. Stop when required. Recognise exercise. ■ Understand why exercise is good for you. ■ Understand teamwork is vital. improvement. space around them. ■ Understand basic rules. ■ Show respect to opponents. ■ Be able to lead small group warm-up/ Understand different positions within a team. ■ Understand having a weaker/stronger cool-down. ■ Understand basic long-term effects of exercise. MOVEMENT FUNDAMENTALS hand/foot. MOVEMENT FUNDAMENTALS ■ Show respect to team-mates. ■ Lead class warm-up/cool-down. Revise all movement patterns at ■ Fluency when changing direction at pace ■ Understand rules of different sports. maximum pace. **MOVEMENT FUNDAMENTALS** MOVEMENT FUNDAMENTALS and being aware of space. MOVEMENT FUNDAMENTALS ■ Understand a change of pace can be ■ Ability to change direction at pace when required. useful in game situations. ■ Agility demonstrated by optimum body position (low centre of gravity, knees hent etc) **NOTES** NOTES NOTES



YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NET GAMES					
PLAYING STROKES ■ Explore hitting a dropped ball.	PLAYING STROKES ■ Hit dropped ball over net towards target.	PLAYING STROKES Return ball back to partner. Explore backhand technique.	PLAYING STROKES ■ Show some consistency using backhand, forehand and volley.	PLAYING STROKES ■ Demonstrate all strokes with a level of consistency.	PLAYING STROKES ■ Demonstrate all strokes with a level of consistency whilst under pressure.
SERVING Throw ball over net to land in court.	SERVING Accurately throw ball over net for partner.	SERVING Explore underarm serving.	SERVING Underarm serve with accuracy regarding	SERVING Explore alternative serving techniques.	SERVING Serve making it difficult for opponent to
RALLYING (DURING A GAME) Explore underarm throw for partner to hit. FOOTWORK (DURING A GAME)	RALLYING (DURING A GAME) ■ Able to play stroke so partner can catch ball after one bounce.	RALLYING (DURING A GAME) Cooperative forehand rally making it as	target area. RALLYING (DURING A GAME)	RALLYING (DURING A GAME) Understand difference between shot	return ball. RALLYING (DURING A GAME)
■ Track and move towards the ball. OTHER KNOWLEDGE	FOOTWORK (DURING A GAME) Have a ready position before tracking ball.	easy as possible for partner to return. FOOTWORK (DURING A GAME) Instantly return to ready position after	■ Develop co-operative rally using full range of strokes. FOOTWORK (DURING A GAME)	selection for cooperative and competitive rally. FOOTWORK (DURING A GAME)	■ Making correct stroke selection in competitive rally. FOOTWORK (DURING A GAME)
■ Able to talk about what they can do. MOVEMENT FUNDAMENTALS	OTHER KNOWLEDGE Understand how body feels during exercise.	playing a stroke. OTHER KNOWLEDGE	Return to optimum receiving position and be set in ready position.	■ Use efficient footwork patterns to move into position.	Use efficient footwork patterns to move into position at pace.
Run and jump forward, backwards, sidewards. Stop when required. Recognise space around them.	MOVEMENT FUNDAMENTALS ■ Ability to change direction at pace when required.	■ Understand basic science behind warm-up and cool-down. ■ Know why exercise is good for you. ■ Show respect to opponents. MOVEMENT FUNDAMENTALS ■ Fluency when changing direction at pace and being aware of space.	■ Analyse own strengths/areas of improvement. ■ Understand teamwork is vital. ■ Be able to lead small group warm-up/cool-down.	■ Understand different positions on a court. ■ Understand basic long-term effects of exercise. ■ Lead class warm-up/cool-down. ■ Understand rules of several sports.	 Analyse others strengths and areas of improvement. MOVEMENT FUNDAMENTALS
			■ Show respect to team mates. MOVEMENT FUNDAMENTALS ■ Understand a change of pace can be useful in game situations.	MOVEMENT FUNDAMENTALS ■ Agility demonstrated by optimum body position (low centre of gravity, knees bent etc).	■ Revise all movement patterns at maximum pace.
NOTES	NOTES	NOTES	NOTES	NOTES	NOTES





YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ATHLETICS					
RUNNING Explore running different speeds and distances. Explore running over obstacles. JUMPING Explore hopping, leaping and jumping for distance. THROWING Explore throwing objects for distance. OTHER KNOWLEDGE Able to talk about what they can do. MOVEMENT FUNDAMENTALS Run and jump forward, backwards, sidewards. Stop when required. Recognise space around them.	RUNNING Develop sprinting action. Explore hurdling technique. Understand jog for distance, sprint for speed. JUMPING Develop jumping action with controlled landing technique. THROWING Develop overarm throwing technique. OTHER KNOWLEDGE Understand how body feels during exercise. Understand different events. MOVEMENT FUNDAMENTALS Ability to change direction at pace when required.	RUNNING Combine sprint technique with relay. Rhythm when hurdling. JUMPING Develop standing long-jump technique. Develop vertical jump technique. THROWING Explore javelin technique. Overarm throw for distance. OTHER KNOWLEDGE Understand basic science behind warmup and cool-down. Know why exercise is good for you. Understand speed, stamina, strength. MOVEMENT FUNDAMENTALS Fluency when changing direction at pace and being aware of space.	RUNNING Coordinated arms and legs in sync. Powerful sprinting technique. Pacing for long distance. JUMPING Develop technique for triple jump. THROWING Develop javelin technique. Explore technique with discuss, shot. OTHER KNOWLEDGE Identify how attempt was performed and suggest improvements. Set realistic targets. MOVEMENT FUNDAMENTALS Control and coordinated movement during all actions.	RUNNING Develop sprint start. Demonstrate long run stamina. Enjoy competing for personal bests. JUMPING Develop powerful triple jump with fluency between phases. Enjoy competing for personal bests. THROWING Increase distance using powerful technique. Enjoy competing for personal bests. OTHER KNOWLEDGE Understand basic long-term effects of exercise. Lead class warm-up/cool-down. Accurately measure and record results. MOVEMENT FUNDAMENTALS Agility demonstrated by optimum body position (low centre of gravity, knees bent etc).	RUNNING Develop sprint acceleration phase. Develop baton exchange technique. Use pacing to beat personal bests. Lead leg hurdle technique. JUMPING Make adaptations to own technique after observing others. Enjoy competing with others. THROWING Make adaptations to own technique after observing others. Enjoy competing with others. OTHER KNOWLEDGE Set up equipment and run event stations. Analyse body positions of others performing successfully. MOVEMENT FUNDAMENTALS Revise all movement patterns at maximum pace.
NOTES	NOTES	NOTES	NOTES	NOTES	NOTES





YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GYMNASTICS			1		
SHAPES AND BALANCING Explore simple balances using front, back and side. Explore shapes using words such as stretch, curl etc. ROLLING Explore simple rolling techniques (pencil, egg etc). JUMPING Explore jumping from one foot and two. Explore making shapes in the air. TRAVELLING Explore different ways to travel (bunny hop, skipping etc). PERFORMING ROUTINE/SEQUENCE Remember and perform a sequence including more than one action. Describe actions of others.	SHAPES AND BALANCING Explore balances using 1, 2, 3, 4 points. Work with partner to mirror balances. ROLLING Develop rolling techniques. Introduce forward roll technique. JUMPING Develop variety of jumps. Focus on safe landing technique. TRAVELLING Demonstrate posture and control whenever travelling. PERFORMING ROUTINE/SEQUENCE Perform routine with partner including all four actions. I'Be a gymnast' – leg and arm extension to signal start and end of routine. Evaluate routines of others.	SHAPES AND BALANCING Explore balances considering body parts and levels. Work with partner to mirror and contrast balances. ROLLING Demonstrate a range of rolls. Develop forward roll technique. JUMPING Develop variety of jumps and include twists with focus on safe landing. TRAVELING Travel with partner in a synchronised manner. PERFORMING ROUTINE/SEQUENCE Perform routine with partner including more than four actions. Develop routine independently. Evaluate own routines. Awareness of safety when moving apparatus.	■ Explore balancing with partner using apparatus. ROLLING ■ Demonstrate a range of rolls whilst synchronised with partner. JUMPING ■ Explore jumping from apparatus using safe landing technique. TRAVELLING ■ Travel with partner considering different levels, speeds and angles. PERFORMING ROUTINE/SEQUENCE ■ Perform routine with partner including eight actions. ■ Clear planning when creating routine. ■ Evaluate routines of others. ■ Display creativity and expression.	SHAPES AND BALANCING Develop counter-balances. Explore symmetrical and asymmetrical. ROLLING Demonstrate a range of rolls while synchronised with partner using different starting positions. JUMPING Explore jumping from and over apparatus using safe landing technique. TRAVELLING Travel with partner considering different levels, speeds and angles and select appropriate to transition to next action. Explore cartwheeling. PERFORMING ROUTINE/SEQUENCE Perform routine with partner including minimum eight actions. High standards. In-depth analysis of own routine. Display confidence.	SHAPES AND BALANCING □ Develop fluency when transitioning between balances. □ Develop partner balances on apparatus. ROLLING □ Demonstrate synchronised rolling with fluency and clear start and end point. JUMPING □ Explore jumping from and along apparatus creating shapes in the air and using safe landing technique. TRAVELLING □ Fluency when travelling with partner considering different levels, speeds and angles select appropriate to transition to next action. □ Develop cartwheeling. PERFORMING ROUTINE/SEQUENCE □ Perform routine with partner including minimum eight actions including apparatus. □ Fluency transitioning from floor to apparatus. □ In-depth analysis of routines of others. □ Refine own routine independently.
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YEAR1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
DANCE						
■ Copy movements. ■ Create own movements using different body parts. ■ SPACE/LEVELS (WHERE) ■ Dance in one space and move to others. ■ Alter levels (high/low). ■ DYNAMICS (HOW) ■ Move in response to music. ■ RELATIONSHIPS ■ Move in unison with a partner. ■ PERFORMING DANCE ■ Link movements to perform with partner. ■ Display clear start and end. ■ Discuss their feelings about the dance.	ACTIONS/MOVEMENTS (WHAT) Remember and repeat a series of actions. SPACE/LEVELS (WHERE) Move fluently along different pathways. DYNAMICS (HOW) Use expression to communicate mood/idea. Alter speed. RELATIONSHIPS Interaction with partner showing unison and canons. PERFORMING DANCE Perform with partner linking at least four different actions. Discuss how to make improvements to dance.	ACTIONS/MOVEMENTS (WHAT) Create actions that match idea/stimuli. SPACE/LEVELS (WHERE) Respond to movement of others showing differing levels/pathways. DYNAMICS (HOW) Show sense of rhythm. Movements controlled. RELATIONSHIPS Explore working collaboratively within a small group. PERFORMING DANCE Perform with group showing awareness of timing. Identify strengths and areas of improvement for the group.	ACTIONS/MOVEMENTS (WHAT) □ Create actions that match idea/stimuli and consider contrast. SPACE/LEVELS (WHERE) □ Consider fluid transition between actions. □ Use of available space provided. DYNAMICS (HOW) □ Clear mood expressed and possible change of mood within dance. RELATIONSHIPS □ Explore different formations. □ Plan with purpose and thought. PERFORMING DANCE □ Perform fluently with group with focus on count accuracy. □ Demonstrate clear start, middle, end. □ Analyse performance using some dance vocabulary.	ACTIONS/MOVEMENTS (WHAT) □ Create actions that show creativity and match style of the dance. SPACE/LEVELS (WHERE) □ Full consideration of pathways, directions, levels, space and formations. DYNAMICS (HOW) □ Understand the music/idea/stimuli of a dance will produce very different outcomes. RELATIONSHIPS □ Constantly refine and improve as a group. PERFORMING DANCE □ Perform with control and confidence as a group. □ Describe the journey from original plan through to the end of unit performance.	ACTIONS/MOVEMENTS (WHAT) Create actions (including intricate) using different body positions. SPACE/LEVELS (WHERE) Interesting and eye-catching change of levels and pathways. DYNAMICS (HOW) Very clear mood/energy expressed. RELATIONSHIPS Group fully interacts with purpose. PERFORMING DANCE Perform with focus and confidence as a group. Polished performance with clarity that shows successful rehearsal. Evaluate other groups with positive feedback.	
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