

P.E.



Co-op Academy
Broadhurst



Curriculum Intent, Implementation and
Impact for Physical Education at Co-op
Academy Broadhurst

Why is P.E.an important part of the curriculum at Broadhurst? (Rationale)

At Co-op Academy Broadhurst we have developed a high quality PE curriculum that provides the opportunities for all pupils to:

- Be physically active for sustained periods of time.
- Concentrate for sustained periods of time.
- Release energy through planned physical activity in a constructive manner.
- Learn how to move confidently and with control.
- Find enjoyment in movement and physical activity.
- Learn about keeping healthy and develop healthy habits
- Develop collaboration and reciprocity by working in teams.
- Understand that it is not about winning and losing, but about working collaboratively.
- Feel part of an inclusive environment.
- Develop a feeling of self confidence and achievement.
- Understand the importance of water safety and learn how to swim.

What are the key knowledge concepts in PE at Broadhurst?

At Co-op Academy Broadhurst the curriculum has been designed to teach and develop physical skills as well as knowledge and understanding of movements and the human body.

The Key areas in the PE curriculum are:

Skills	Knowledge
Control, flexibility, agility, balance, coordination, patterns, problem solving, communicating, technique	Evaluating, comparing, tactics, safety, reflecting, analysing
Movement	Teamwork
Running, throwing, jumping, catching, rolling, sequencing	Attacking, defending, collaborating, planning, tactics, communicating

What does the P.E. curriculum look like at Co-op Academy Broadhurst?

PE at Broadhurst

Pupils at Broadhurst participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none">• master basic movements including running, jumping, throwing and catching,• develop 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	<ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• play competitive games, modified where appropriate• apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance• 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.

What does the delivery of the P.E. curriculum look like at Broadhurst?

PE Teaching

PE is taught weekly (1 Hour lesson). Each PE unit takes place over a half term, meaning 6 throughout the year. Each unit covers one of the PE strand:

- Movement- Dance
- Movement- Gymnastics
- Games- Skills/ Bat & Ball
- Games- Team (Invasion/ Possession)
- Athletics
- Throwing and Catching

Medium Term Plans have been devised by the PE lead that expand the requirements of the National Curriculum. These identify:

- All objectives (knowledge and skills) that must be covered within the unit.
- Previous learning for that unit
- Expectations for SEND (with Gross Motor. Movement limitations)
- Links to health and wellbeing

CITC Partnership

As part of the City in the Community partnership we have a qualified coach one day a week. He plans and delivers sessions (alongside school staff) following our Medium term planning. This is in order to provide high quality CPD for staff. Class Teachers attend PE sessions and work alongside the coach to develop their delivery, planning and evaluating skills in a variety of areas of the PE curriculum. Being part of the partnership also provides an after school club and additional PE provision over lunchtime for targeted children.

What does the delivery of the P.E. curriculum look like at Broadhurst?

Curriculum Enhancements

In order to enhance the PE curriculum we also provide additional opportunities for children to be active and engaged in physical activity. Forest schools in EYFS and KS1 develop a range of teamwork and problem solving and gross motor skills. All children take part in the daily mile. In Year 6 & 5 children have the opportunity to complete the Bikeability programme.

At Broadhurst we take part in inter school competitions in football with CITC. We have also joined with other schools in the Co-op trust to provide opportunities for regular competitions across a range of sports.

Extra Curricular Opportunities

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils.

What does the delivery of the P.E. curriculum look like at Broadhurst?

EYFS

Our EYFS curriculum has a strong focus Physical Development which form a secure basis for access to the KS1 curriculum. Through a range of activities including, gross motor activities, Forest schools, yoga, balance bikes, outdoor play and PE/Movement sessions the children are able to:

- Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - 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
- 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. Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

Rationale for progression

- The curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge that is taught builds on prior learning and is therefore more in-depth
- Develop subject specific language and precision is expected
- Children are able to make comparisons between skills, games rules,
- Children will develop their understanding of their bodies (linked to science)
- Children will be able to think critically and using tactics
- Children are able to talk about their learning use the appropriate vocabulary

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1	LKS2	UKS2
Throwing and catching	<ul style="list-style-type: none">• Throw underarm and overarm. Catch and bounce a ball.• Use rolling skills in a game. Practise accurate throwing and consistent catching.• Throw different types of equipment in different ways, for accuracy and distance.• Throw, catch and bounce a ball with a partner.• Use throwing and catching skills in a game.• Throw a ball for distance.• Use hand-eye coordination to control a ball.• Vary types of throw used.	<ul style="list-style-type: none">• Throw and catch with greater control and accuracy.• Practise the correct technique for catching a ball and use it in a game. Perform a range of catching and gathering skills with control.• Catch with increasing control and accuracy.• Throw a ball in different ways (e.g. high, low, fast or slow).• Develop a safe and effective overarm bowl.• Develop different ways of throwing and catching.	<ul style="list-style-type: none">• Consolidate different ways of throwing and catching, and know when each is appropriate in a game.• Throw and catch accurately and successfully under pressure in a game.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1 Bat & Ball	LKS2 Y3- Rounders Y4- Tennis & Badminton	UKS2 Y5- Hockey Y6- Quick Cricket
Games	<p>STRIKING & HITTING A BALL</p> <ul style="list-style-type: none"> Using hitting skills Practise basic striking, sending and receiving Strike/ hit ball with increasing control Learn skills for playing striking games Position the body to strike the ball <p>THROWING & CATCHING A BALL</p> <ul style="list-style-type: none"> Throw underarm and overarm Catch and bounce a ball Use rolling skills Practise accurate and consistent catching Throw different equipment accurately Throw, catch and bounce a ball with a partner Throw for distance 	<p>STRIKING & HITTING A BALL</p> <ul style="list-style-type: none"> Demonstrate successful hitting and striking skills Practise correct batting technique Strike the ball for distance Use a bat, racquet, stick to hit a ball with accuracy and control Accurately serve underarm Build a rally with a partner Use shots in a game situation <p>THROWING & CATCHING A BALL</p> <ul style="list-style-type: none"> Practise the correct technique for catching a ball and use it in a game Catch with increasing control and accuracy Throw a ball in different ways (high, low, fast, slow). 	<p>STRIKING & HITTING A BALL</p> <ul style="list-style-type: none"> Explore when different shots are best used Practise techniques for all strokes Use good hand eye coordination when striking or hitting <p>THROWING & CATCHING A BALL</p> <ul style="list-style-type: none"> Consolidate different ways of throwing and catching and know when each is appropriate Thrown and catch accurately under pressure in a game.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1 Y1- Skills Y2- Football	LKS2 (Invasion Games) Y3- Strategies & Skills Y4- Handball	UKS2 (Possession Games) Y5- Tag Rugby, basketball Y6- Consolidate Games & Skills in competitions
Games	<p>TRAVELLING & PASSING A BALL</p> <ul style="list-style-type: none"> Travel with a ball in different ways Travel with a ball in different directions Kick a ball whilst moving Use kicking skills in a game Use dribbling skills in a game (Football) <p>ATTACKING & DEFENDING</p> <ul style="list-style-type: none"> Begin to understand the terms attacking and defending <p>TACTICS & RULES</p> <ul style="list-style-type: none"> Understand the importance of rules in a game. 	<p>TRAVELLING & PASSING A BALL</p> <ul style="list-style-type: none"> Pass the ball with increasing accuracy within a games <p>ATTACKING & DEFENDING</p> <ul style="list-style-type: none"> Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. <p>TACTICS & RULES</p> <ul style="list-style-type: none"> Apply and follow rules fairly Understand and apply the basic principles of invasion games Vary tactics used in a game Adapt rules to alter games 	<p>TRAVELLING & PASSING A BALL</p> <ul style="list-style-type: none"> Chose and make the best pass in a games situation linking a range of skills together. <p>ATTACKING & DEFENDING</p> <ul style="list-style-type: none"> Use fielding skills as a team to prevent the opposition from scoring Shoot in a game Create a plan of attack and defence <p>TACTICS & RULES</p> <ul style="list-style-type: none"> Communicate plans during a game Lead others during a game.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1	LKS2	UKS2
Athletics	<p><u>Running</u></p> <ul style="list-style-type: none"> • Vary their pace and speed when running. • Run with a basic technique over different distances. • Show good posture and balance. Jog in a straight line. • Change direction when jogging. • Sprint in a straight line. • Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Run at different paces, describing the different paces. Use a variety of different stride lengths. • Travel at different speeds. • Complete an obstacle course. Vary the speed and direction in which they are travelling. • Run with basic techniques following a curved line. • Be able to maintain and control a run over different distances. 	<p><u>Running</u></p> <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trail leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. • Confidently demonstrate an improved technique for sprinting. • Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. • Speed up and slow down smoothly. 	<p><u>Running</u></p> <ul style="list-style-type: none"> • Accelerate from a variety of starting positions and select their preferred position. • Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. • Select the most suitable pace for the distance and their fitness level. • Build up speed quickly for a sprint finish. • Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. • Accelerate to pass other competitors. • Work as a team to competitively perform a relay. • Confidently select the most appropriate pace for different distances. • Demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1 Hurdles & Obstacles	LKS2 Long Jump (Distance)	UKS2 Long Jump & Triple Jump (Distance)
Athletics	<p><u>Jumping</u></p> <p>Year 1</p> <ul style="list-style-type: none"> Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. <p>Year 2</p> <ul style="list-style-type: none"> Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. 	<p><u>Jumping</u></p> <p>Year 3</p> <ul style="list-style-type: none"> Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. <p>Year 4</p> <ul style="list-style-type: none"> Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. 	<p><u>Jumping</u></p> <p>Year 5</p> <ul style="list-style-type: none"> Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. <p>Year 6</p> <ul style="list-style-type: none"> Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1 Throwing (Targets)	LKS2 Javelin	UKS2 Shot Put, Discuss
Athletics	<u>Throwing</u> <ul style="list-style-type: none"> • Throw underarm and overarm. • Throw a ball towards a target with increasing accuracy. • Improve the distance they can throw by using more power. • Throw different types of equipment in different ways, for accuracy and distance. • Throw with accuracy at targets of different heights. • Investigate ways to alter their throwing technique to achieve greater distance. 	<u>Throwing</u> <ul style="list-style-type: none"> • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance. • Perform a pull throw. • Measure the distance of their throws. • Continue to develop techniques to throw for increased distance. 	<u>Throwing</u> <ul style="list-style-type: none"> • Perform a fling throw. • Throw a variety of implements using a range of throwing techniques. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance. • Perform a heave throw. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1	LKS2	UKS2
Dance	<ul style="list-style-type: none"> • Copy, remember and repeat actions. • Create a short motif inspired by a stimulus. • Change the speed and level of their actions. • Use simple choreographic devices such as unison, canon and mirroring. • Use different transitions within a dance motif. • Move in time to music. • Improve the timing of their action 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • Demonstrate rhythm and spatial awareness. • Change parts of a dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose individual, partner and group dances that reflect the chosen dance style. • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Demonstrate strong and controlled movements throughout a dance sequence. • Combine flexibility, techniques and movements to create a fluent sequence. • Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. • Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Demonstrate consistent precision when performing dance sequences. • Modify some elements of a sequence as a result of self and peer evaluation. • Use complex dance vocabulary to compare and improve work.

How do we plan for progression of knowledge and skills within P.E. at Broadhurst?

	KS1	LKS2	UKS2
Gymnastics	<ul style="list-style-type: none"> • Copy, explore and remember actions and movements to create their own sequence. • Link actions to make a sequence. • Travel in a variety of ways, including rolling. • Hold a still shape whilst balancing on different points of the body. • Jump in a variety of ways and land with increasing control and balance. • Climb onto and jump off the equipment safely. • Move with increasing control and care. 	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. • Use equipment in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and how this affects the balance. • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances. 	<ul style="list-style-type: none"> • Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. • Develop strength, technique and flexibility throughout performances.

Long term Plan: Games & Athletics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Throwing & Catching	Y2 GAMES Sending & Receiving	Y1 Throwing and Catching	Y1 GAMES Sending & Receiving	Y3 Team Games	Y3 Athletics
Y5 Throwing and Catching	Y5 Invasion Games	Y4 Throwing and Catching	Y4 Invasion Games	Y6 Team Games	Y6 Athletics
Y6 Throwing and Catching	Y6 Invasion Games	Y2 GAMES Bat & Ball	Y2 Athletics	Y1 GAMES Bat & Ball	Y1 Athletics
Y3 Throwing and Catching	Y3 Invasion Games	Y5 Team Games	Y5 Athletics	Y4 Team Games	Y4 Athletics

Long term Plan: Gymnastics & Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gymnastics	Y1	Y4	Y3	Y6	Y2	Y5
Dance	Y4	Y1	Y6	Y3	Y5	Y2

How do we know that the children have made progress in P.E.?

At the end of Key stage 1 children can:

- Master basic movements including running, jumping, throwing and catching
- Develop balance, agility and coordination 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
- Build teamwork and communication skills.

How do we know that the children have made progress in P.E.?

At the end of Key stage 2 children can:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games and apply basic principles suitable for attacking and defending
- Develop their flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and in a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Swim competently, confidently and proficiently over a distance of at least 25m
- Use a range of strokes effectively, perform safe, self-rescue in different water based situation

How do we know that the children have made progress in P.E.?

Assessments

AFL- Every lesson includes assessment opportunities for coaches/teachers to use. They vary from teacher observation or questioning to short tasks and activities that allow assessment to take place. The learning objectives are shared at the beginning of each lesson along with a recap of learning from the previous sessions. At the end of every lesson, pupils are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.

The work that pupils complete is stored on Google classroom and can be marked after the session as well as feedback provided. Evidence for achievement/ attainment may also include

- Notes on conversations or discussions that you have or hear during an activity
- The pupils' self-assessments at the end of the lesson

Summative

At the end of each unit of work class teachers will evaluate the learning of the children (alongside coached where necessary). They will then formulate summative judgement will be made and recorded on the class assessment sheet on the drive. At the end of the year an overall judgement will be made and entered into O Track as - At, Working Towards or Greater Depth.

How do we know that our P.E. Curriculum is successful?

The pupils will know more and remember more.

Assessment Analysis

The subject leader will analyse data. This will be used in conjunction with lesson observations and pupil voice and to make an overall judgement on the impact of Physical Education at Co-op Academy Broadhurst.

Pupil Voice

Groups of children will take part in pupil interviews each term/ alongside the Sports Ambassadors. This will allow the PE Lead to make judgements on the success of teaching and learning in PE depending on how they are able to talk about their learning, how it links to previous learning and how they can evaluate their attainment in PE. They will also have the opportunity to ask questions and answer questions on how the curriculum and extra curricular provisions can be improved further.

Sports Ambassadors

The Sports Ambassadors will work alongside the PE Lead and support with pupil voice interviews, questionnaires, monitoring. They will also support the analysis of Extra Curricular PE opportunities.

(Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously)