

# Curriculum: PE



**“Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong.”**

**John F. Kennedy**

## Why do we learn PE?

At Werrington Primary we provide opportunities for pupils to become physically confident in a way which supports their health and fitness promoting enjoyment and inspiring pupils to succeed and excel in competitive sport and other physically-demanding activities. Children are provided with opportunities to participate in physical activity and compete in sports and other activities to build character and help to embed values such as fairness and respect.

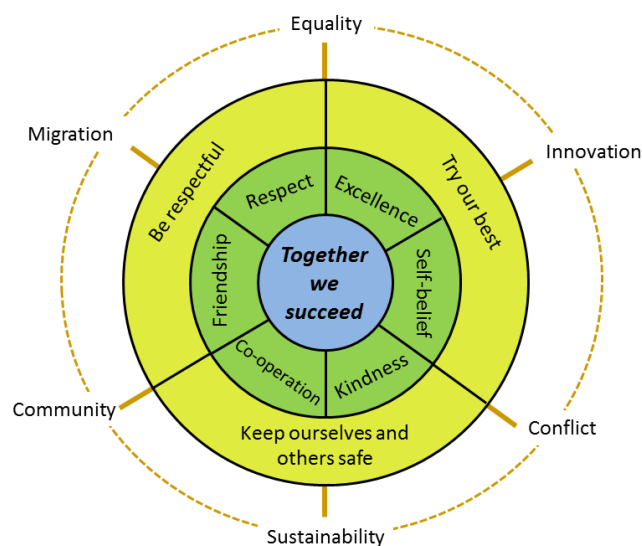
## What are the aims of our PE curriculum?

At Werrington Primary School we want to motivate and inspire our pupils' to engage with physical activity and lead a healthy lifestyle. Our pupils' will develop the fundamental skills they will later on apply in team games. We believe that physical education supports children in leading healthy and active lives, which support their physical and mental health. We aim for the children to develop competence to excel in a broad range of physical activities and opportunities to engage in competitive sports and activities.

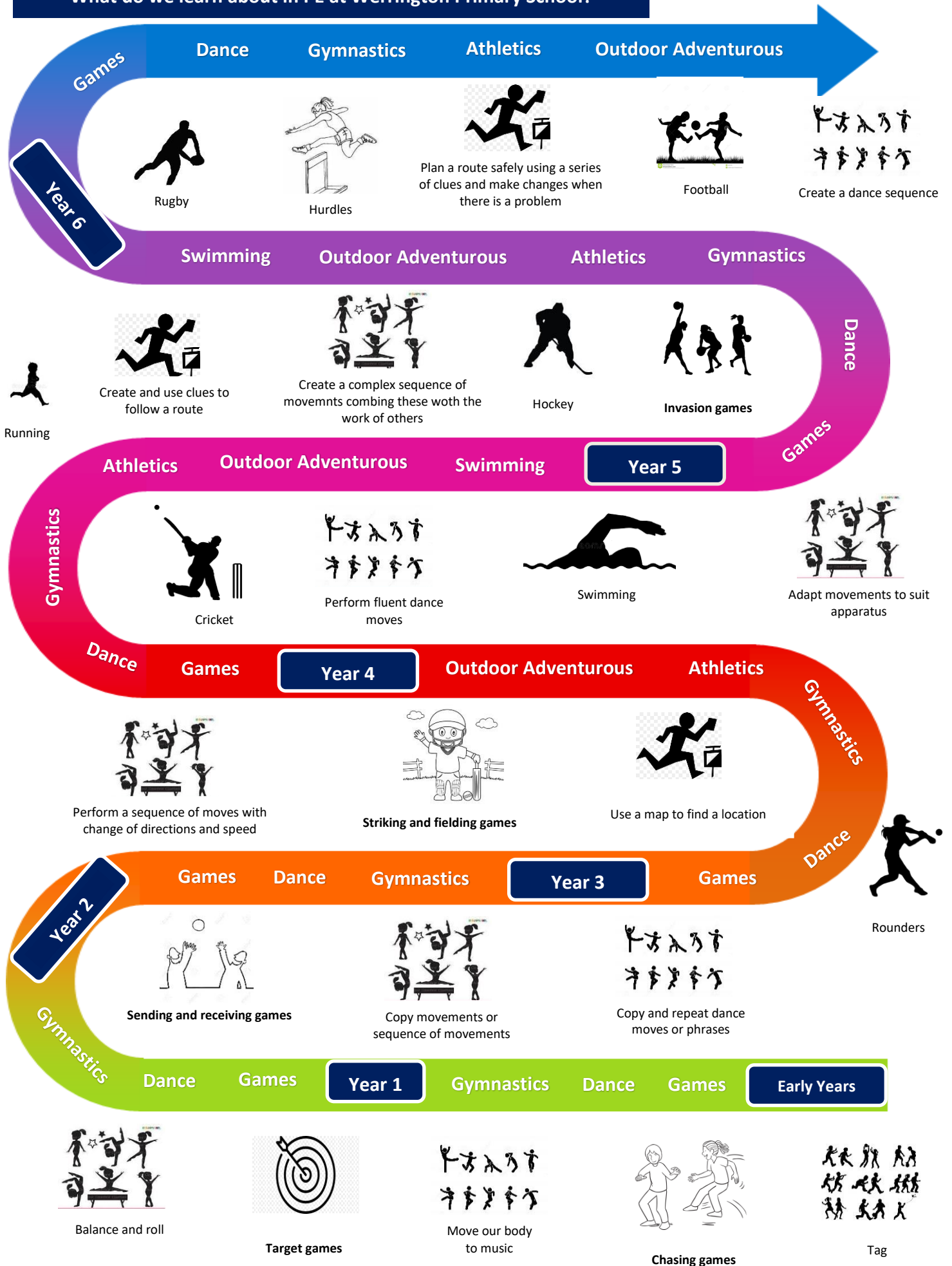
At Werrington Primary School, children are encouraged to practice the skills learned and apply them in various sporting activities, games and performances. We aim for the children to improve on their personal best, develop a love for keeping active for sustained periods of time and develop sportsmanship. Additionally, we aim to embed Head (Thinking and Knowledge), Heart (Behaviour and Attitude) and Hands (Physical Skills) into our curriculum to support children's understanding of what it means to have a healthy lifestyle and to support their enjoyment when engaging in physical activity.

At Werrington Primary our bespoke curriculum has 6 golden strands which encompass the core values of our school. These strands run through all aspects of the PE curriculum. Examples of this can be found in the table below.

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| <b>Equality</b>       | All children have the opportunity to take part in a range of activities, allowing them to practice a variety skills and apply them in team games and competitions.  |
| <b>Innovation</b>     | Children create new rules and adapt routines or games to develop an awareness of how changes affect the purpose and aim of an activity.   |
| <b>Conflict</b>       | In dance and gymnastics, children develop an awareness and understanding of their own likes and dislikes about a performance. They learn how to express their thoughts in a constructive and informative manner.  |
| <b>Sustainability</b> | Children are given the opportunity to develop and improve their fitness levels which will encourage them to independently lead an active lifestyle. Our Curriculum supports children with developing a positive attitude to make healthier and more active choices. |
| <b>Community</b>      | Children apply learned skills in a range of team games and work together with the wider community in competitions and festivals.  |
| <b>Migration</b>      | In dance the children acquire skills and knowledge to support their understanding of where a particular dance style or movement originates.   |



# What do we learn about in PE at Werrington Primary School?



# An example of progression: Games

## Year 6

|   |  |   |  |
|---|--|---|--|
| <p><b>Control - Hands</b></p> <p>I can shoot, defend and attack with increasing accuracy and control.</p> <p>I know the basic rules of a variety of invasion games.</p> | <p><b>Precision - Head</b></p> <p>I can modify use of skills or techniques to improve my work.</p> <p>I know how to analyse and explain why I have used specific skills or techniques.</p> | <p><b>Fluency - Hands</b></p> <p>I can use my skills in different situations.</p> <p>I can make a team plan and communicate it to others.</p> | <p><b>Creativity - Heart</b></p> <p>I know how to explain complicated rules.</p> <p>I can lead others in a game situation.</p> <p>I can create my own success criteria for evaluating.</p> |
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## Year 5

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| <p><b>Control - Hands</b></p> <p>I can pass in different ways with control. I know how to field.</p> | <p><b>Precision - Head</b></p> <p>I can gain possession by working as a team.</p> | <p><b>Fluency - Hands</b></p> <p>I can use a number of techniques to pass, dribble and shoot.</p> | <p><b>Creativity - Heart</b></p> <p>I know how to choose the best tactics for attacking and defending.</p> <p>I know a variety of game rules.</p> |
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## Year 4

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| <p><b>Control - Hands</b></p> <p>I can hit a ball accurately and with control.</p> <p>I can throw and catch accurately with control.</p> | <p><b>Precision - Head</b></p> <p>I know about team tactics – where do I stand in reaction to others?</p> <p>I can catch with one hand.</p> | <p><b>Fluency - Hands</b></p> <p>I can vary tactics and adapt skills according to what is happening.</p> | <p><b>Creativity - Heart</b></p> <p>I know how to make decisions in an increased variety of roles (field/ bat/ bowl).</p> |
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## Year 3

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| <p><b>Control - Hands</b></p> <p>I can receive objects with increased control when on the move.</p> | <p><b>Precision - Head</b></p> <p>I know how to use space to support team-mates and cause problems for the opposition.</p> | <p><b>Fluency - Hands</b></p> <p>I can throw and catch with control when under limited pressure.</p> | <p><b>Creativity - Heart</b></p> <p>I know and use rules fairly to keep games going when applying skills in simple games.</p> |
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## Year 2

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| <p><b>Control - Hands</b></p> <p>I can receive equipment such as a ball with increased control.</p> | <p><b>Precision - Head</b></p> <p>I know how to make decisions about where the best place to stand is when sending and receiving equipment.</p> | <p><b>Fluency - Hands</b></p> <p>I know how to expand on decision making by choosing the right target when developing skills of attacking and defending.</p> | <p><b>Creativity - Heart</b></p> <p>I can avoid being intercepted when applying skills in simple team games.</p> |
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## Year 1

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| <p><b>Control - Hands</b></p> <p>I can aim at a target with increased accuracy.</p> | <p><b>Precision - Head</b></p> <p>I can send and receive equipment with increased space and an improved technique.</p> | <p><b>Fluency - Hands</b></p> <p>I can send and receive equipment with increased pressure of time.</p> | <p><b>Creativity - Heart</b></p> <p>I can apply skills of sending and receiving equipment individually and in teams.</p> <p>I know how to make better decisions, choosing the right target.</p> |
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## EYFS

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| <p><b>Control - Hands</b></p> <p>I can experiment with different ways of moving with control. I can show increasing control over an object, throwing, catching or kicking it.</p> | <p><b>Precision - Head</b></p> <p>I can negotiate space successfully when playing racing and chasing games with other children.</p> | <p><b>Fluency - Hands</b></p> <p>I can adjust speed or change direction to avoid obstacles.</p> | <p><b>Creativity - Heart</b></p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p> |
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