

# Victoria Dock Primary School

## Physical Education Curriculum

### Overview

PHYSICALEDUCATION

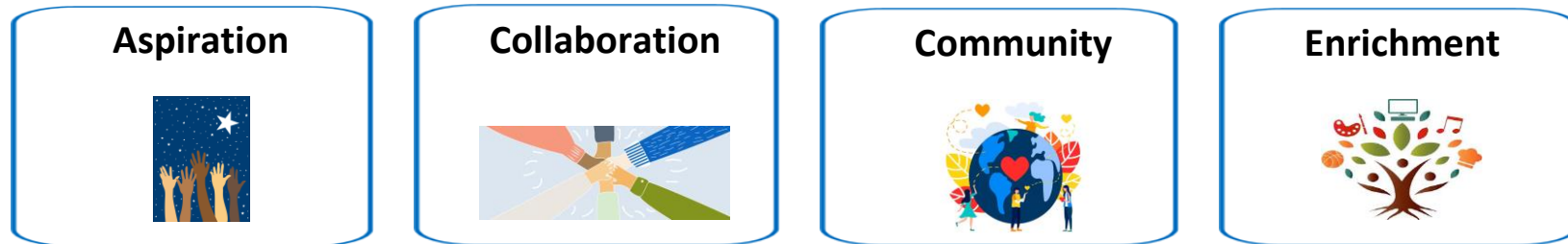
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# The Curriculum – Our Approach

## Victoria Dock Curriculum – Ambition for All

At Victoria Dock Primary School, we celebrate our rich, multicultural school community through a purposeful and progressive curriculum. Throughout their school journey, our children experience drivers of



Our curriculum is designed to provide a broad and balanced education that meets the needs of each and every one of our pupils. The children are provided with a breadth of learning opportunities, which encourage them to explore and exercise their creativity by growing and developing into enthusiastic and highly motivated learners.

At Victoria Dock Primary School, we acknowledge the importance of developing the whole child instead of solely preparing for academic success. Our curriculum offers excellent opportunities for each child to explore and exercise their passions for sport, music, acting, artistic flair, business and enterprise and much more. These activities are shared regularly with parents, carers and visitors through performances, workshops, exhibitions and assemblies. We consider our local community to be of paramount importance. We believe it is invaluable to educate the children about the area in which they live and learn and to build a sense of pride in our local community.

In addition, we offer the opportunity for children to make a highly influential and tangible contribution to the daily life of the school and the wider community through involvement in our School Council or our Buddy Teams.

# Victoria Dock Primary School

## Curriculum Drivers

### Aspiration

- \* Use prior knowledge as a springboard for new learning
  - \* Resilience and perseverance
- \* Listen and learn from others
  - \* Leadership skills
- \* Appreciate and use local knowledge
- \* Recognise success for all



### Collaboration

- \* Everyone's contribution has value and worth
  - \* Build and maintain healthy relationships with others
- \* Encourage respect and the opinion of others
- \* Confidence in our own voices
- \* Leadership and group work



### Community

- \* Understand and accept differences
  - \* Tolerance
- \* Appreciate the uniqueness of others
  - \* Compassion
- \* Celebrate equality and diversity



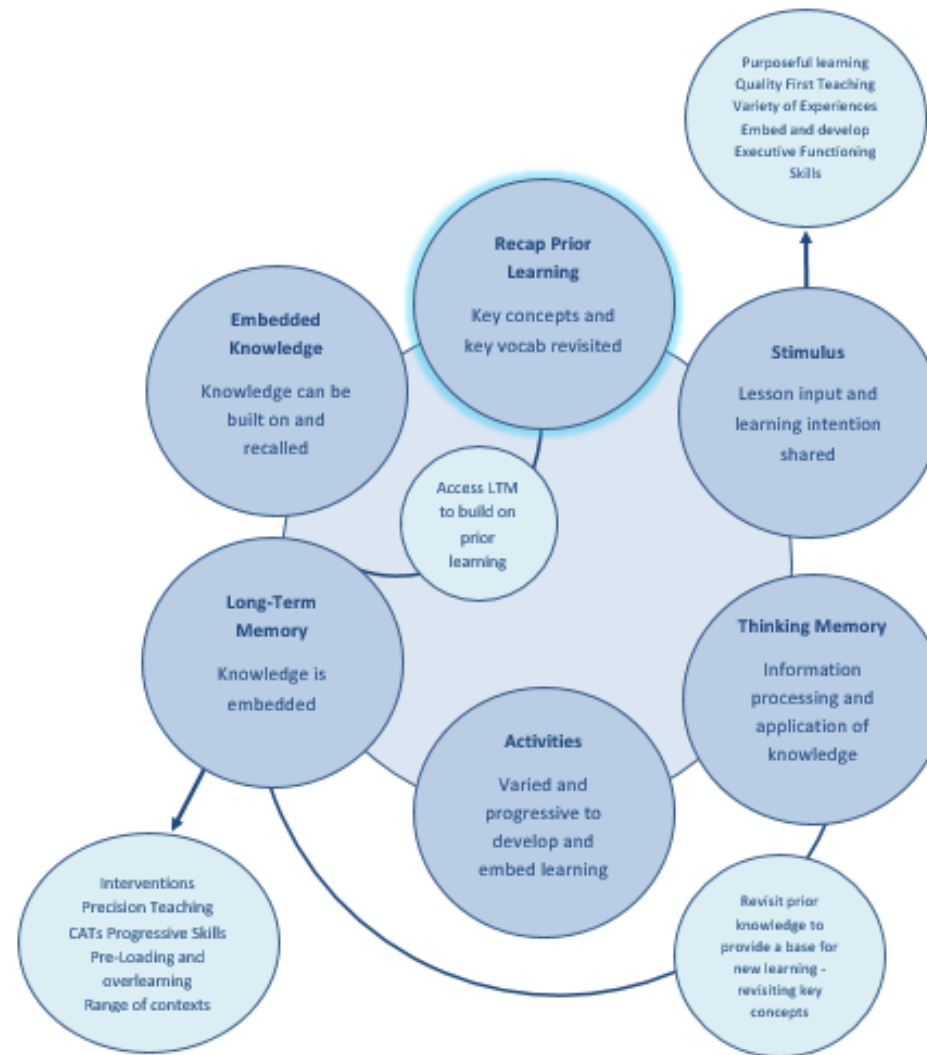
### Enrichment

- \* Celebrate and embrace talent
  - \* Appreciate the Arts
  - \* Broaden life skills
- \* Have the confidence to learn new and unfamiliar things
- \* Ensure visits and visitors enhance learning









# Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



## Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Physical Education					
					
Athletics	Dance and movement	Gymnastics	Team games	Outdoor adventurous activities	Swimming

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
PE			Tactics, strategy, planning ahead		Following rules, being safe, keeping fit and healthy	Communicating with others, making decisions, presenting	

## Key concepts (Big Ideas) in Physical Education

Pupils will develop the knowledge and skills needed to excel in a broad range of physical activities, including regular engagement in competitive sports and activities. Alongside this, PE lessons will ensure pupils are physically active for sustained periods of times and develop their understanding of how to live healthy, active lives.

Through different units of work we develop:

- **Motor competence:** developing and refining the movements needed for different activities, including flexible knowledge (throwing, running) which can be applied across different activities
- **Rules, strategies and tactics:** these apply to specific sports and games but also flexible knowledge eg: the need for tactics and strategy
- **Healthy participation:** the positive contribution that regular physical activity can make to physical and mental health and how to participate safely eg: warm ups

They will develop their abilities in **performance** by using their knowledge of motor competence. They will develop their **creativity** by exploring and experimenting with techniques and tactics and learn how to **evaluate** and analyse games and performances.

In all units of work, pupils will be taught

- **Declarative knowledge** eg: knowing how to perform movements or actions, knowing rules, strategies and tactics for the activity
- **Procedural knowledge** eg: knowing how to apply their knowledge to sequences, routines or games

### Athletics



Pupils will develop increasing competence in the techniques of running, jumping, throwing and catching.

### Dance and movement



Pupils will learn how to move in different ways and use this to develop sequences. They will become increasingly skilled in communicating ideas through dance and movement, respond to rhythm and apply their learning to performance.

### Gymnastics



Pupils will learn and practice skills relating to balance, shape, travelling, flexibility, strength and control. They will gain the knowledge of different gymnastic moves and use these to create sequences with increasing competence and complexity.

### Team games



Pupils will develop and apply a range of skills including passing, fielding, dribbling, shooting, attacking and defending in a variety of team games, including competitive games. They will take part in **striking and fielding games** such as cricket and rounders, **invasion games** such as football, netball and hockey, and **net & wall games** such as tennis, badminton and table tennis).

### Outdoor adventurous activities






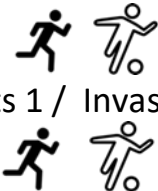









Pupils will learn the importance of teamwork and communication when solving outdoor adventurous problems involving orientation, navigation, maps and compasses.

### Swimming















































Pupils will develop an understanding of water safety, learn different strokes for swimming and increase their confidence in water. They will learn to swim competently and proficiently over a distance of 25 metres.



PE Key Concepts Year Group Mapping – Cycle A

	Autumn	Spring	Summer
EYFS			
Years 1 and 2	Movement Skills / Multi Skills  Multi Sports 1	Functional Fitness / Gymnastics  Multi Sports 2 / Gymnastics	Dance / Athletics  Dance/ Games
Years 3 and 4	Movement Skills / Invasion Games  Multi Sports 1 / Invasion Games	Gymnastics / Functional Fitness  Gymnastics/ Multi Sports2	 Swimming Street Dance / Athletics  Games/ Athletics
Year 5	Functional Fitness / Basketball  Dance / Football	Gymnastics / Rugby  Gymnastics/ OAA	Hockey / Athletics  Cricket/ Athletics
Year 6	Functional Fitness / Handball  Dance / Football	Gymnastics  World Sports	Tennis/ Athletics 





PE Key Concepts Year Group Mapping – Cycle B

	Autumn	Spring	Summer	
EYFS				
Years 1 and 2	Movement Skills / Multi Skills   Multi Sports 1 	Functional Fitness / Gymnastics   Multi Sports 2 / Gymnastics  	Dance 2/ Athletics   Dance 2/ Games  	
Years 3 and 4	Movement Skills / Invasion Games   Multi Skills / Invasion Games  	Gymnastics / Functional Fitness   Gymnastics/ Dodgeball  	 Swimming	Dance 2 / Athletics   Games/ Athletics  
Year 5	Yoga / Netball   Dodgeball / Football  	Gymnastics / Rugby   Gymnastics/ OAA  	Hockey / Athletics   Cricket/ Athletics  	
Year 6	Functional Fitness / Basketball   Dance / Football  	Gymnastics  World Sports 	Rounders/Athletics  	

Knowledge and skills sequencing		PHYSICAL EDUCATION					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Athletics</b></p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>	<p>To learn the fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p>	<p>To be able to move by running and jumping with control and care</p> <p>To be able to explore throwing and catching using a range of techniques</p>	<p>To master basic throwing and catching.</p> <p>To master basic running and jumping</p>	<p>To show control, accuracy and coordination within running and jumping movements at different speeds</p> <p>To be able to take part in a relay, remembering when to run and how to work within a team</p>	<p>To be able to run over a long distance and sprint a short distance and understand the different techniques needed</p> <p>To be able to throw in different ways and hit a target</p> <p>To be able to jump in different ways</p> <p>To know the rules and tactics needed for different athletic activities</p>	<p>To be able to control my body when taking off and landing</p> <p>To be able to throw with accuracy</p> <p>To know the rules and tactics needed for a wider range of athletic activities</p>	<p>To be able to combine a range of running, jumping, throwing and catching techniques with control.</p> <p>To know the rules and tactics needed for a wider range of athletic activities</p>
<p><b>Dance and movement</b></p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>	<p>To progress towards a more fluent style of moving, with developing control and grace</p>	<p>To be able to copy, learn and perform some dance moves</p>	<p>To be able to change rhythm, speed, level and direction in my dance</p> <p>To be able dance with some control and coordination</p> <p>To be able to perform dances using simple movement patterns</p>	<p>To be able to improvise freely and translate ideas from a stimulus into movement</p> <p>To be able to share and create phrases with a partner and small group</p> <p>To be able to repeat, remember and perform phrases</p>	<p>To be able to use dance to communicate an idea through a range of movements and patterns</p>	<p>To be able to perform a dance which shows clarity, fluency, accuracy and consistency</p> <p>To be able to perform to an accompaniment</p> <p>To be able to compose my own dances in a creative ways</p>	<p>To be able to develop sequences in a specific style</p> <p>To be able to perform dances using simple movement patterns</p> <p>To be able to choose my own music and style</p>

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Team Games</b>  	<b>(Striking and fielding)</b>  Motor competence  Rules, strategies and tactics	To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming	To be able to move and stop safely  To be able to throw underarm  To begin to catch more consistently  To be able to strike with a racket or bat	To be able to send and receive  To be able to decide the best space to be in during a game  To be able to follow rules  To use hand-eye coordination to control a ball  To be able to catch a variety of objects	To be able to throw and catch with control  To be aware of space and use it to support team-mates and to cause problems for the opposition  To know and use rules fairly	To be able to catch with one hand  To be able to hit, bowl, throw and catch with increasing accuracy  To be able to vary my tactics and adapt my skills depending on what is happening in a game	To be able to hit, throw, bowl and catch accurately and with control  To be able to use a range of techniques when fielding	To be able to use a range of techniques with confidence and skill in a game situation  To be able to play competitive games to agreed rules  To be able to explain rules to others  To be able to communicate a plan to my team
	<b>(Invasion)</b>  Motor competence  Rules, strategies and tactics	To be able to combine different movements with ease and fluency	To be able to move and stop safely  To be able to throw and kick in different ways  To be able to stop a ball	To be able to throw, hit or kick a ball with increasing accuracy  To be able to decide the best space to be in during a game  To be able to use tactics in a game when attacking and defending  To be able to follow rules	To be able to throw, hit or kick a ball with accuracy  To be aware of space and use it to support team-mates and to cause problems for the opposition  To know and use rules fairly	To be able to pass, throw and catch accurately with control  To be able to keep possession of the ball  To be able to vary my tactics and adapt my skills depending on what is happening in a game	To be able to pass in different ways  To be able to choose a tactic for defending and attacking  To be able to use a number of techniques to pass, dribble and shoot  To be able to gain possession by working as part of a team	To be able to use a number of techniques to pass, dribble and shoot with control and accuracy  To be able to apply basic principles suitable for attacking and defending  To be able to play competitive games to agreed rules  To be able to explain rules to others  To be able to communicate a plan to my team

<p><b>Team Games (Cont..)</b></p> 	<p><b>(Net / Wall)</b></p> <p>Motor competence</p> <p>Rules, strategies and tactics</p>				<p>To be able to throw and catch with control</p> <p>To be able to serve underarm</p> <p>To be able to build up a rally</p>	<p>To be able to play a variety of shots</p> <p>To demonstrate and use the correct grip on a racket</p> <p>To develop greater accuracy of strokes</p> <p>To know the rules for a net game</p>	<p>To develop techniques for ground strokes and volleys</p> <p>To develop a backhand technique and use it in a game</p> <p>To be able to serve overarm</p> <p>To know when to use different shots</p>	<p>To use good hand/eye co-ordination when playing and serving</p> <p>To know where a shot should be aimed and show increasing accuracy</p> <p>To use different shots in a game situation to outwit an opponent</p>
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Gymnastics</b></p>  <p>Motor competence</p> <p>Rules, strategies and tactics</p>	<p>To develop overall body-strength, balance, co-ordination and agility</p>	<p>To be able to make my body curled, tense, stretched and relaxed</p> <p>To be able to control my body when travelling and balancing in different ways</p>	<p>To be able to use balance, agility and coordination in a range of activities</p> <p>To be able to plan and perform a sequence of coordinated movements including a balance</p>	<p>To be able to explain how strength and suppleness affect performance</p> <p>To be able to compare and contrast gymnastic sequences</p> <p>To adapt sequences to suit different types of apparatus and criteria</p>	<p>To include change of speed and direction with control</p> <p>To include a range of shapes in a sequence</p> <p>To be able to work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>To combine action, balance and shape</p> <p>To perform consistently to different audiences</p> <p>To be able to make complex extended sequences</p>	<p>To be able to demonstrate flexibility, strength, control and balance in a sequence of movements</p> <p>To develop technical sequences in a specific style</p>	

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Outdoor adventurous activities</b>  Motor competence Rules, strategies and tactics				To be able to follow a map in a familiar context  To be able to use clues to follow a route safely	To be able to work in a team and individually to use a map and solve problems with greater confidence and can identify risks whilst advising others  To be able to follow a route within a time limit	To confidently orientate myself and others to solve problems in unfamiliar environments  Follow a map into an unknown location  Use clues and a compass to navigate a route	To be able to plan route and a series of clues for someone else  To be able to take part in outdoor and adventurous activity challenges both individually and in a team
<b>Swimming</b> 				To be able to use a range of strokes effectively  To perform safe self-rescue in different water based situations  To swim competently, confidently and proficiently over a distance of at least 25m			

Sports Science Sequencing				PHYSICAL EDUCATION			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Sports Science</b>  Motor competence Rules, strategies and tactics Healthy Participation		To know why moving my body is an important part of being healthy	To know the importance of a warm up  To explain the benefits a warm up has on our body	To take a pulse rate reading before and after exercise and see the impact exercise has on it  To explain why heart rates increase after exercise	To explain how a warm up prepares and protects our body during physical activity (aerobic exercise to increase heart rate and warm muscles, then how to stretch safely to ensure	To know the names, locations and usage for some of the main muscles in the body (biceps, triceps, quadriceps, hamstring)  To begin to understand how muscles work in	To identify the bodies 5 major muscle groups and their names  (chest, back, arms and shoulders, abdominals, legs and buttocks)  To understand that having a healthy, active lifestyle impacts our

				<p>To appreciate that being active is part of being healthy both physically and mentally</p>	<p>muscle damage doesn't occur</p> <p>To understand that being healthy physically and mentally relies on diet and physical activity</p>	<p>pairs to allow us to move.</p>	<p>mental health (exercise releases endorphins which reduce chance of depression and anxiety. Improve self-esteem. Regulate appetite</p> <p>Provide an enhanced immune response)</p> <p>To understand the short and long term effects physical exercise has on the body and mental health</p>
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