



The Sequence of Learning: Physical Education




Our curriculum equips pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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. 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 and lead healthy, active lives.



Physical Education: AGE RELATED STATUTORY COVERAGE



Early Learning Goal	KEY STAGE ONE	KEY STAGE TWO
<p>Physical development Gross Motor:</p> <ul style="list-style-type: none"> 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 <p>Expressive arts and design: Being Imaginative:</p> <ul style="list-style-type: none"> Try to move in time with music. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination. play competitive games, modified where appropriate and 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. swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively. perform safe self-rescue in different water-based situations.





The Sequence of Learning: Physical Education

	Fundamentals and Multi-Skills	Games	Gymnastics	Dance	OAA _(Outdoor and adventurous activities) and Fitness
Foundation for growth 	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>March/run for coordination</p> <p>Experiment with different ways of throwing under/overarm</p> <p>Experiment with different ways of jumping- measuring with various objects</p> <p>Experiment with different ways of moving (agility)</p>	<p>Work with friends in a team to participate in sports day events– taking turns effectively (linked with Blean School value of collaboration)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body strength, balance, co-ordination and agility.</p>	<p>Experiment with different shapes and jumps</p> <p>Participate in different ways of rolling in shapes and move long the floor in different ways</p> <p>Develop the skill to show a start shape, roll and finishing shape (beginning of a sequence)</p> <p>Experiment with different ways of balancing</p>	<p>Develop a fluent style of moving, with developing control and grace.</p> <p>Participate with different ways of moving and with actions at different levels.</p> <p>Move around as different characters or animals to the music</p> <p>Use and remember sequences and patterns of movements, which are related to music and rhythm</p>	<p>Find central points in different environments (e.g. Field and Blean woods)</p> <p>Use positional language.</p> <p>Recognise how they have improved.</p> <p>Recognise changes in their body as they exercise (linked to Managing self ELG)</p>

<p>Seed</p> 	<p>Practise running, jumping, throwing and catching with a range of equipment.</p> <p>Keep their own score in simple skills and become competitive against themselves.</p>	<p>Participate in team games cooperatively knowing and explaining the rules or sequence of actions.</p> <p>Work with Apeti Tennis coaches to develop initial tennis skills.</p>	<p>Develop balance, agility and co-ordination: Show different shapes Show different balances Show different ways to travel, roll, step and turn Perform basic actions with control Talk about what they are doing using appropriate vocabulary</p>	<p>Perform dances using simple movement patterns: Perform basic actions with control Watch and copy the session leader Watch and copy a partner Perform an action in unison with a partner Talk about what they are doing using appropriate vocabulary</p>	<p>Orienteering: Understand that places on a map can be translated to the real world and find places marked.</p>
<p>Sprouting seed</p> 	<p>Practise running, jumping, throwing and catching with a range of equipment and in a variety of situations.</p> <p>Keep score or measure in a range of events and become competitive against themselves and pre-set benchmarks.</p>	<p>Participate in team games developing an understanding of working together as a team.</p> <p>BISI Badminton - Follow the BISI badminton programme to develop initial Badminton skills. Tennis/Table tennis - Use the bat to control the ball individually. Begin to rally the ball working cooperatively (not competitively)</p>	<p>Develop balance, agility and co-ordination: Create and perform their own balances and shapes with good body tension.</p> <p>Create and link balances/shapes with rolls, turns and steps</p>	<p>Perform dances using simple movement patterns: Learn a series of different actions Link actions when prompted to move on to the next Remember a series of actions with a partner to help them Perform a series of actions from start to finish without a prompt from the teacher Use the same actions when repeating a short pattern Stop when they have finished</p>	<p>Understand the idea of pacing themselves in some situations.</p> <p>Carry out a series of exercises in a circuit and recognise when they have improved their performance.</p> <p>Play jumping over games with a large rope, use French skipping ropes, begin to use individual ropes.</p>

	Athletics & Dance	Games	Gymnastics & Fitness	OAA and Swimming	Personal Best and leadership
Sprout 	<p>Develop running, jumping, throwing skills: Introduce javelin, standing long jump, speed bounce. Develop sprinting and distance running skills. Run simple relays using a baton. Time/measure to the nearest metre/second.</p> <p>Dance: Perform dances using a range of movement patterns Use different speeds, levels and feelings(dynamics) when creating movement.</p>	<p>Table tennis & Badminton- Hit the ball/shuttle with reasonable control and accuracy at a target or over a net/line Select and use appropriate basic shots in different situations- forehand, backhand, overhead Play confidently and competitively in a simple game. Know and use simple rules and scoring to keep a game going without dispute</p> <p>Rounders/Cricket- Strike a ball with confidence and control and direct it into a simple target area Receive a ball from one direction and throw or strike it away in another direction Understand and demonstrate the roles of bowler, batter, fielder and wicket keeper</p> <p>Football- dribble, pass and receive the ball Pass and move to retain possession Keep possession and progress down the pitch towards the goal</p> <p>Netball- Pass and receive the ball with chest pass, bounce pass and shoulder pass Know and demonstrate footwork rules. Practise shooting into a goal</p>	<p>Develop flexibility, strength, technique, control and balance: Show creative ways in and out of balances including forward rolls. Show and include a range of rolls in their sequences</p> <p>Follow a circuit of simple exercises and describe the skills they are developing. Record their performance as a 'score' and set themselves challenges.</p> <p>Skip individually forwards, skip in a large rope.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p> <p>Orienteering: Follow a course as a team and complete a series of challenges.</p>	<p>Say what the criteria for success is. Choose an action that meets the criteria. Try different methods for achieving the criteria. Decide what they might do differently to improve their performance.</p> <p>Leadership – act as a partner helping to count and measure for others.</p>
Sapling 	<p>Develop running, jumping, throwing skills: Practise previous skills. Introduce chest push,- measure using track lines.</p>	<p>Table Tennis/Tennis- use a variety of throws/hits to play a zoned game. Begin to use a racket/bat to show greater control of a ball Know and use simple rules and scoring to keep a game going without dispute</p> <p>Boccia - practise throwing, aiming, knock on and off skills. Discuss tactics and work as a team</p> <p>Rounders/Cricket</p>	<p>Develop flexibility, strength, technique, control and balance: Create a routine and describe how they could improve it.</p>	<p>Developing team building skills and low level challenges.</p>	<p>Try different methods for achieving the criteria and evaluate which is the best and why. Discuss differences and similarities between their own and others' performances.</p>

	<p>Practise baton changes facing runners (up and down relay). Time/measure to the nearest metre/ 10th of a second.</p> <p>Dance: Perform dances using a range of movement patterns Show good rhythm and spatial awareness.</p>	<p>Throw accurately and be a reliable bowler or feeder of the ball Strike a ball along the ground or through the air in different directions with control Understand how to direct or place a ball into spaces and how to field the ball to return it. Combine skills to play small-sided games discussing the rules and adapting them as necessary Football/Uni-Hoc/Basketball/Netball Play confidently in small sided invasion games using various formations (3v1, 3v2, 4v4 etc) Use a range of techniques to pass and travel with the ball Use a range of tactics to keep possession and get into position to shoot. Understand how to dodge, mark signal for the ball and intercept Play within the rules Discuss the differences between the different invasion games as they encounter them and identify skills that can be transferred or need adapting.</p>	<p>Work in unison and canon with a partner.</p> <p>Follow and create circuits using stamina exercises and skills linked to other sports.</p> <p>Discuss the effect of exercise on their body and the importance of warming up, cooling down, varying activity and staying hydrated.</p> <p>Skip forwards and backwards with an individual rope, jump in and out of a large rope.</p>		<p>Discuss what actions are more effective and why. Say why they chose one action rather than another. Describe changes they intend to make that are likely to meet the success criteria more effectively.</p> <p>Leadership - act as a partner, record measurements and times, give advice, keep score in slow paced games such as Boccia, table tennis, tennis.</p>
<p>Small tree</p> 	<p>Develop running, jumping, throwing skills: Continue with previous skills. Introduce shot put, triple jump. Practise baton changes in same direction (running around the track). Time/measure with appropriate</p>	<p>Badminton/ table tennis- revise previous skills. Play a range of shots with control. Understand how to position their body to receive the shuttle from different heights and angles. Recognise where there are spaces on the court and use/defend them. Longball/rounders - Apply previously learned fielding and teamwork skills to a new situation. Recognise what aspects of the game they need to develop and invent skills practices. Cricket- Use a cricket bat with confidence. Bowl so the ball arrives appropriately for the batter. Understand when and how to move when fielding.</p>	<p>Develop flexibility, strength, technique, control and balance: Link more complex ideas with fluency and good control. Create a routine in a small group adapting for the needs of individuals and performing in unison and canon.</p>	<p>Orienteering: Begin to read map symbols and relate these to a map of the school. Follow a course on a map working as a team. Develop team building skills</p>	<p>Evaluate the performance of others and give advice to improve. Make a judgement about their own work against a number of given criteria. Say what they might do differently to challenge themselves further.</p>

	<p>accuracy, spot for throws.</p> <p>Dance: Perform with control and fluency. Show good rhythm and spatial awareness. Know a variety of traditional dance terms and follow instructions from a caller.</p>	<p>Play all roles confidently and know the skills needed for each role.</p> <p>Handball- Choose and use skills from previous learning-passing, travelling, receiving, shooting. Know how to mark an opponent effectively. Demonstrate a range of skills using one and two hands. Work as a team applying tactics and strategies.</p> <p>Rugby- Learn how to use tag belts, tagging and stopping to return tags. Pass a rugby ball to the side and back using a 2 handed throw. Run and touch down with ball. Know about the line of play and demonstrate understanding by remaining behind it during a mini game. Play a mini game, following the rules by not participating if they are off side.</p> <p>Lacrosse- learn the basic skills of scooping, passing, receiving and shooting. Practise intercepting in small games. Understand the basic rules of Lacrosse (without keepers) and play mini games keeping count and score as a team.</p>	<p>Follow and create circuits including stamina, skills and partner work.</p> <p>Keep score for a partner and make suggestions about how they or their partner could improve their performance.</p> <p>Develop their understanding of the effects of exercise on the body.</p> <p>Skip forwards and backwards with an individual rope varying speed and skipping style.</p>	<p>with a range of challenges.</p>	<p>Leadership: begin to develop umpiring skills, knowing the rules and applying them fairly. Identify ways that an activity can be adapted so that it can be accessed by all by decreasing/ increasing the level of challenge. Act as a sport leader for younger children encouraging all abilities and recording basic scores.</p>
<p>Mature tree with fruit</p> 	<p>Develop running, jumping, throwing skills:</p> <p>Practice previous skills. Introduce longer distance runs and discuss pacing. Time/measure with appropriate accuracy, spot for throws.</p>	<p>Volleyball- know the terms and demonstrate control when using a volley, dig and spike. Recognise where there are spaces on the court and use/defend them. Work cooperatively to play small sided games using and applying rules. Play 'sit volleyball' and evaluate the differences and similarities with volleyball, recognising its role in the Paralympics.</p> <p>Tennis/ table tennis- Revise skills from other year group games.</p>	<p>Develop flexibility, strength, technique, control and balance:</p> <p>Select and apply a wide range of skills when composing a routine.</p> <p>Perform a routine with accuracy,</p>	<p>Consolidate Swimming skills if not already achieved.</p> <p>Participate in adventurous challenges, recognising their own and others' achievements.</p>	<p>Recognise possible combinations that could be used to achieve a task and identify which combinations are easier or more difficult and which they are likely to achieve.</p>

	<p>Dance: Perform dances using a range of movement patterns from a variety of styles. Perform with accuracy and consistency.</p>	<p>Direct a ball into an opponent's court at different speeds, heights and angles and explain why they are doing it. Know and use the scoring system for Tennis, acting as umpire. Rounders/Cricket-Know the basic rules of rounders and cricket and apply/ follow them when playing. Understand and use strategies that can be deployed between bowler/backstop (wicket keeper)/ fielders and bases. Play confidently and effectively in small-sided games, fielding and working as a team. Recognise and identify what needs to be improved and suggest activities to do this. Compare and contrast the skills and strategies of the 2 games. Rugby - Revise all skills and rules. Introduce mini line-out and uncontested scrums. Basketball/Netball/Handball- Revise skills for all 3 games. Understand and demonstrate a range of controlled passing, receiving, dribbling and shooting skills. Show specific attacking and defending skills including marking a player or a space, intercepting, dodging, and shooting. Understand how to organise the team into different formations to concentrate more on attack or on defence. Compare and contrast the skills and tactics for the 3 games.</p>	<p>consistency, control and precision.</p> <p>Follow and create circuits including stamina, skills and partner work.</p> <p>Keep score for a partner and make suggestions about how they or their partner could improve their performance.</p> <p>Continue to develop skipping skills.</p>	<p>Be able to describe the safety equipment and procedures that are being followed.</p>	<p>Analyse how a given change may create an advantage or disadvantage. Set themselves targets to achieve a task. Leadership: Continue to develop umpiring skills including acting as referee in invasion games and recording scores for mini tournaments.</p>
--	---	---	--	---	--

Opportunities for competition:

Opportunities for competition should develop throughout the school with a greater range of opportunities being given to the oldest pupils. Competition opportunities take the following forms:

Personal challenge: All pupils should have personal challenge opportunities within lessons where they compete against their own previous attempts or pre-set benchmarks. Personal challenge competitions will also be run by older pupils at lunchtimes for pupils to engage with as they wish.

Level 1: Intra-school competitions: These competitions are run in school. At KS2 they should be included at the end of units of work. They can be as simple as 'last man standing bouncing the ball on the racket' or take the form of a mini-tournament as appropriate.

Year group events will also be run throughout the year to promote competition and identify possible competitors for level 2 events.

Inter-house sport events will be run during school time occasionally at lunchtimes.

Level 1 events can also be run in school sport clubs.

The culmination of the sporting year will be the Sports Days to which parents are invited.

Level 2: Inter-school competitions: The school will enter a range of sporting events provided by the Canterbury Sports partnership and other local providers. These involve competition with other local schools. Teams will be chosen from specific year groups after being identified in PE lessons or from the membership of specific sport clubs. Priority will be given to pupils showing the greatest level of achievement in the sport related skills and sporting values. Where possible, additional teams will be entered into events with priority for these teams being given to the oldest pupils eligible for the competition. The ability for the school to enter these events is dependent on funding and logistics of travel and staffing ratios. A record of pupils who represent the school at level 2 events will be kept by the PE lead with the aim of offering sporting opportunities to as many Year 6 pupils as possible each year.

Level 3: County Finals: Teams who win their level 2 competitions may be eligible to enter County Finals against the winners from the other 15 Sport areas in Kent. The school will attempt to make arrangements for pupils to attend these competitions which may be held in any region of Kent. Where possible, the original pupils who qualify for the event will also form the team for the County Final although pupils may have to make decisions about representing a team should the finals clash with another sporting or school event.

Level 4: Regional Finals: On rare occasions, teams may qualify for a regional event (involving 2 or more counties and travel outside of Kent). The school will endeavour to enable these events to take place. In this situation, arrangements will be made in consultation with the SLT and parents.


Level 5: National Finals: There are currently no opportunities for school teams to qualify for national finals. G&T pupils who qualify for Regional, National or international events through external sport clubs will be given consideration by the school in order to attend these events.



The Blean Values: Physical Education



Sporting values should underpin all learning in PE. Without values, true competition cannot exist. Pupils at Blean are taught to show respect for all competitors and praise should always be given for showing values rather than simply achieving results.

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
				
Passion searching for the sport that we desire to achieve in and sharing our passion with others.	Excellence pushing ourselves to achieve the best that we can.	Respect Never condoning intimidation or excessive celebration at the expense of the losing side. Recognising the role of the officials.	Determination striving to improve our personal best. No skill is achievable instantly.	Teamwork working together to achieve a target.
	Inspiration looking to others to help us improve. Following the achievements of international athletes and teams.	Honesty Following the rules at all times even when we have the opportunity not to do so.	Self-Belief developing a growth mind-set about improving our physical skills.	Friendship: showing appreciation for the efforts of the opposing team at the end of a game. Developing friendships through sporting events.
		Equality treating all fairly and giving opportunities to all. Changing the game where necessary.	Courage Taking on challenges and putting ourselves in new situations.	

6 School Games Values 7 Olympic/Paralympic Values (2 shared by both)

SMSC in PE & Sport

Spiritual	Social
<p>Children:</p> <ul style="list-style-type: none"> • demonstrate they are reflecting on their experiences and learning from reflection. • show they understand human feelings and emotions and how these affect others eg enjoyment, disappointment. • respect others eg feedback from peers, coaches or teacher. • accommodate difference and enable others to succeed. • ask questions, offer ideas and make connections eg healthy lifestyles. • display creativity and imagination in developing sequences, choreography. 	<p>Children</p> <ul style="list-style-type: none"> • work well co-operatively. • take part in corporate experiences eg sports day, team activities, residential activities. • demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence • participate in school and events such as Sports Partnership events in the wider community. • demonstrate leadership skills by acting as a house or team captain or by leading warm ups, skills practices and officiating in games.
Moral	Cultural
<p>Children:</p> <ul style="list-style-type: none"> • model positive relationships and interactions eg fairness, integrity, respect for people, resolution of conflict. • Recognise and respect rules and codes and demonstrate sportsmanship eg by shaking hands after matches, applauding opposition, fair play. Understand infringements such as penalties and red cards as a consequence (with good grace). • demonstrate self- discipline and recognise to achieve in sport training and application is needed. • Show an interest in investigating and offering reasoned views about moral and ethical issues eg use of drugs in sport, match fixing, racism, logos, sporting heroes. 	<ul style="list-style-type: none"> • address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality. • Express of different cultures through dance.
British Values	
<p>British Values:</p> <ul style="list-style-type: none"> • Pupils demonstrate mutual respect to their peers. • Pupils work collaboratively with peers and demonstrate good teamwork. • Pupils show sportsmanship and are gracious in defeat. • Pupils recognise and praise the efforts and achievements of others. • Pupils show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules. • Pupils appreciate different cultures and their contribution to sporting history. 	

PE Key Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Run, hop, walk, skip, jump, send, receive, throw, catch, kick, strike, balance, gallop, side-gallop, roll, rhythm, beat, fair, respect, sportsmanship, ball, hoop	jump for distance, jump for height, sprint, tempo, choreograph, foot dribble, hand dribble, two handed catch, underarm throw, overarm throw, throw for distance, throw for accuracy, beam, trestle, crash mat, floor mat, football, rugby ball, tennis ball, netball, basketball, feedback, warm up, cool down	Composition, reflection, translation, speed, agility, quickness, one handed catch, instep, outstep, orienteering, direction, compass, north, south, east, west, control point, strength, body composition, pike, straddle, tuck, vault, competition, loop maps, star maps	Flexion, extension, rally, teamwork, leadership, officiate, verbal communication, nonverbal, communication, tactic, technique, skill, sequence, heart, blood, muscle, handstand, round off, cartwheel, forehand, chest pass, shoulder pass, bounce pass, control	Skill, ability, improvise, punctuality, core strength, flexibility, muscle groups oxygen, tone, personal challenge, active warm up, active cool down fitness, co-operation, backhand, striking kick with laces, kick with instep, curve, expert, expertise	Kinaesthetic, aesthetics, social, physical, cognitive, analyse, competence, sport, physical activity, recreational, competitive