

Curriculum Drivers in PE

World Aware – Our curriculum provides children with a high-quality and ambitious physical education to ensure they develop competence to excel in a broad range of physical activities, find enjoyment in sport and lead a healthy, active lifestyle in the world in which they live in. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation for individuals and teams from the world of sport, that are used as examples of hard work, dedication, and determination in physical education. Sporting events around the world are often highlighted to the children to show how far and wide physical education has its place.

Belonging – Physical activity and sports within our federation is a vehicle for bringing children together. It not only makes friendship groups stronger but can also be a way of creating inclusiveness and acceptance where it otherwise may not exist. A sense of belonging for individuals can be created in paired work, group work and team sports and events. Outdoor education enables peers to achieve common goals and helps them to develop and strengthen their friendships, apply social skills such as negotiation, conflict resolution and diplomacy.

Well-being – Our curriculum encourages positive attitudes towards physical activity and its benefits as an integral part of a healthy lifestyle. The curriculum is explicitly aimed at improving all aspects of physical fitness, especially co-ordination and cardiovascular endurance, with the intention that skills gained in PE lessons will have an impact across the whole school. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Spirituality – During PE lessons children can develop a sense of enjoyment and fascination in learning about themselves, their bodies, and its movement. Pupils are consistently encouraged to use their imagination and creativity in their learning and translate this into performances and routines in both dance and gymnastics.

Possibilities – Our PE curriculum is progressive, builds on prior learning and enables children to develop knowledge and skills that are transferable to other areas of the curriculum and is underpinned by all our school drivers. Children within Key Stage 2 are regularly given the opportunity to partake in sporting competitions and this often leads to the participation in larger scale sporting events.

What we teach and why: Intent

At Aylburton and English Bicknor Primary Schools, we believe that PE is a vital part of educating the whole child, ensuring that they have the skills, knowledge and understanding to lead a healthy life now and in the future. We believe that PE provides children with the opportunity to learn about physiology, health, well-being, relationships, and personal target setting and challenges. This could be within competitive sports, PE lessons, fitness activities or a range of other outdoor activities.

We aim to provide a PE curriculum that children from EYFS to Year 6 enjoy and fully participate in, but which also allows them to experience a range of activities that help them to develop their health, fitness, and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all children to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for children 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 such as fairness, teamwork, resilience, and respect.

At Aylburton and English Bicknor, we recognise that children come to PE with a range of experiences and abilities and make sure that all children are fully supported within PE. All pupils – including those with SEND - will participate in a high-quality PE for 2 hours a week. In addition, children are encouraged to participate in the varied range of extra-curricular activities, such as rugby and multisports clubs.

How it's taught: Implementation

At Aylburton and English Bicknor Primary Schools, we aim to provide each child with access to a broad and balanced programme of activities which are accessible and challenging. Developing the children's fundamental movement skills, so that children at different stages of development, of varying ability and of either gender, have the opportunity to experience a variety of athletic activities, gymnastics, dance and outdoor pursuits as prescribed by the National Curriculum, in as safe an environment as possible. In order to do this, we aim to:

- Stimulate and maintain pupil interest and enjoyment in PE and physical activity and to promote health and fitness for current and future lifestyles.
- Enable children to be familiar with a body of knowledge, principles, and vocabulary to relate to PE.
- Enable children to see PE as: a major feature in our lives, related to employment, leisure, and culture. Part of a wider body of knowledge and skills, e.g., interpersonal and problem-solving skills.
- Enable children to: understand and use safe practice and to appreciate its importance in PE. Understand the short- & long-term effects of exercise on the body. Understand the role of exercise in a fit and healthy lifestyle.
- Enable children to develop a range of desirable personal qualities focusing on our school values thankfulness, perseverance, compassion, trust, courage, and respect.
- Enable children to work independently and as part of a group/team/house in varied activities so as PE contributes to the development of core skills such as communication by speech.

Staff will plan and teach PE lessons using the Complete PE scheme of work. The Complete PE programme provides fun and simple to follow Schemes of Work. It is fully aligned to the proposed National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition, and cooperative learning. The foundations of the Schemes are based on Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition, and broader essential holistic skills (creative, cognitive, social, and personal skills). Staff use Rosenshine Principles of Instruction to ensure inclusive teaching and practice for all, through a range of methods: high quality teaching, scaffolding and modelling, and flexible groupings.

The importance of sport and being physically active in School is continually encouraged by Sport Captains, which have been appointed in Year 6. These children are responsible for being a positive role model to others, encouraging all pupils to be involved in physical activity, initiating ideas and activities, and auditing outdoor equipment.

Children in Years 3, 4, 5 and 6 participate in swimming lessons at the local leisure centre with the aim of developing confident swimmers who can swim at least 25m. Children in Years 5 and 6 children participate in a residential experience where they participate in a range of outdoor and adventurous activities.

What we see as a result: Impact

At Aylburton and English Bicknor, we motivate and encourage children to participate in a range of sports which are engaging, fun and support children to develop a wide range of skills. We support and encourage children to apply their knowledge and skills during PE lessons and to life experiences both now and in the future. We inspire children to take a consciousness effort for their own health and well-being. Through our inclusive teaching approach, all of our learners will access the PE curriculum and will acquire a range of fundamental skills that will enhance their lives and spire our children to lead a happy and healthy life.

By the end of year 6 children at Aylburton and English Bicknor Primary Schools should demonstrate the following essential characteristics of athletes:

- *The ability to run, jump, throw and catch in isolation and in combination*
- *The ability to play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principle suitable for attacking and defending*
- *The ability to demonstrate flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)*
- *The ability to perform dances using a range of movement patterns*
- *The ability to take part in outdoor and adventurous activity challenges both individually and within a team*
- *The confidence to compare their performances with previous ones and demonstrate improvement to achieve their personal best*

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

Year A	EYFS	Yr1&2	Yr3&4	Yr5&6
<i>Locomotion</i>	<u>Jumping</u> Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping <u>Walking</u> Explore/develop walking Explore walking in different pathways Sustain walking Explore marching Apply walking into a game	<u>Jumping</u> Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game <u>Running</u> Explore running Apply running into a game Explore running at different speeds Running for speed: acceleration Explore running in a team Consolidate running, apply running into a game		
<i>Dance</i>	<u>Movement</u> Adding movements together Responding to rhythm in character Adding expression to our characters' movements Performing with a partner Exploring relationships <u>Sequencing</u> Moving in sequence Creating our own movements Creating simple movement sequences Responding in movement to words and music Exploring contrasting tempos Exploring character movements	<u>Heroes</u> Performing movements in sequence Creating movements that represent superpowers Creating movements that represent a superhero rescuing/ saving Exploring character movements <u>The Zoo</u> Exploring expression Developing movements, adding movements together Responding to a rhythm: introducing partner work Creating an animal sequence motifs Exploring relationships within motifs	<u>Weather</u> Responding to stimuli, extreme weather Developing thematic dance into motif Extending dance to create sequences with a partner Developing sequences with a partner <u>Wild Animals</u> Responding to stimuli Developing character dance into a motif Develop sequences with a partner in character that show relationships Extending sequences with a partner in character	<u>The Circus</u> Develop character movements linked to prejudices Create movements that represent different character and performers in a circus Extending our performance incorporating props and apparatus linked to the variety of performers <u>The Greeks</u> Exploring the Greeks using compositional principles Extending sequences with a partner using compositional principles Creating movement using improvisation where movement is reactive
<i>Gymnastics</i>	<u>Moving</u> Explore moving and making shapes using different body parts. Explore moving in different directions Explore big and small ways of moving and making shapes. Moving in pairs Creating shapes in pairs.	<u>Body parts</u> Introduction to big/ small body parts Combining big and small with wide, narrow and curled Transition between wide, narrow and curled using big and small body parts Adding (linking) movements together <u>Wide, Narrow, Curled</u>	<u>Symmetry and Asymmetry</u> Introduction to symmetry Introduction to asymmetry Application of learning onto apparatus Sequence formation Sequence completion	<u>Counter Balance and Counter Tension</u> Introduction to Counter Balance Application of Counter Balance and learning onto apparatus Sequence formation Counter Tension Sequence completion

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

	<u>High, Over, Under, Over</u> Introduction to high, low, over and under Introduction to the apparatus Applying a high and low on apparatus	Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements		
<i>Games for Understanding</i>	Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring	Understanding the principles of attack/ defence Applying attacking/ defending principles into a game Consolidate attacking/ defending		
<i>Ball skills</i>	<u>Feet</u> Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent <u>Hands</u> Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching <u>Rackets' Bats, Balls and Balloons</u> Explore pushing/hitting a balloon with control Explore hitting a balloon with power into space Explore hitting/pushing (sending) a balloon with accuracy Explore balancing an object on a racket/bat	<u>Feet 1</u> Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point <u>Hands 1</u> Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/ develop stopping, combining sending skills Combine sending and receiving skills <u>Rackets, Bats and Balls</u> Develop pushing (dribbling) a ball with a racket: introducing control Explore hitting and develop pushing a ball (with a racket) towards a target Explore hitting a ball (with a racket) with accuracy and power		
<i>Team Building</i>	Introduce cooperative game	Introducing teamwork Develop teamwork		

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

	Foster communication and listening skills Promote turn taking and sharing Introduction to problem solving Encourage positive team language Celebrate team achievements	Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: consolidate teamwork		
<i>Health and Well-being</i>	Understanding what we mean by movement and exercise Exploring our heartbeat/ breathing when we exercise Understanding how exercise makes us feel Making exercise fun!	Introduce and explore agility Introduce and explore balance Introduce and explore coordination: bouncing, rolling and throwing	Exploring relaxation techniques Applying relaxation techniques and using them effectively Performing balanced meditative poses Using props to help us balance in our meditative poses	
<i>Health Related Exercise</i>				Explore and understand cardio fitness Explore and understand flexibility fitness Explore and understand strength fitness
<i>Athletics</i>			Explore running for speed Explore acceleration Introduce/ develop relay: running for speed in a team Throwing: accuracy vs distance Standing long jump	Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the Hurdles
<i>Games – Invasion (dodgeball)</i>			Developing changing direction Introduce throwing with accuracy Introduce catching Develop moving, changing direction at speed	
<i>Games – Invasion (hockey)</i>				Develop defending; blocking and tackling Refine dribbling/ passing to create attacking opportunities Refine attacking
<i>Games – Invasion (netball)</i>			Introduce passing, receiving and creating space Develop/ combine passing and moving Combine/ develop passing and shooting	Recap and refine dribbling and passing to create attacking opportunities Develop marking Refine shooting Refine attacking skills, passing, dribbling and shooting Introduce officiating

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

<i>Games – Invasion (tag rugby)</i>				
<i>Games – Invasion (football)</i>			Introduce/ develop/ refine dribbling Keeping control Introduce/ refine passing and receiving Combine/ develop dribbling and passing to create space Develop passing, receiving and dribbling Turning Introduce shooting	Refine dribbling and passing to maintain possession Introduce/ develop/ consolidate defending Develop shooting Refine attacking skills, passing, dribbling and shooting, introduce and develop officiating Organise formations and manage teams Organise formations, decide tactics, manage teams and officiate games
<i>Games – striking and fielding (cricket)</i>			Understand the concept of batting and fielding Introduce throwing overarm Introduce throwing underarm Introduce catching Striking with intent	Refine batting, batting and bowling tactics Refine fielding stopping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoring
<i>Games – net/wall (tennis)</i>			Introduction tennis, outwitting an opponent Creating space to win a point Consolidate how to win a game introduce rackets Introduce the forehand	
<i>Games – net/ wall (badminton)</i>				Exploring different forehand/ backhand shots Applying different forehand/ backhand shots to win a point Consolidate outwitting an opponent Doubles: Understanding and applying tactics to win a point
<i>Outdoor and Adventurous Activities</i>				
<i>swimming</i>				

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

Year B	EYFS	Yr1&2	Yr3&4	Yr5&6
<i>Locomotion</i>	<u>Jumping</u> Explore/develop jumping Apply jumping into a game Jumping for distance Explore jumping high Explore hopping <u>Walking</u> Explore/develop walking Explore walking in different pathways Sustain walking Explore marching Apply walking into a game	<u>Dodging 1</u> Explore dodging Develop dodging Apply dodging: explore attacking and defending Apply dodging in teams <u>Jumping 1</u> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations		
<i>Dance</i>	<u>Movement</u> Adding movements together Responding to rhythm in character Adding expression to our characters' movements Performing with a partner Exploring relationships <u>Sequencing</u> Moving in sequence Creating our own movements Creating simple movement sequences Responding in movement to words and music Exploring contrasting tempos Exploring character movements	<u>Explorers</u> Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs Sequences, relationships and performance <u>Mr Candy's Sweet Factory</u> Exploring expression Linking movements together Creating a motif with characterisation, expression and emotion Extending our motifs with different dynamics (fast and slow)	<u>Space</u> Extending sequences with a partner in character Developing sequences with a partner in character that show relationships and interlinking dance moves Sequences, relationships, choreography and performance <u>Cats</u> Responding to stimuli working together Extending sequences with a partner in character Exploring two contrasting relationships and interlinking dance moves	<u>Carnival</u> Performing with technical control and rhythm in a group Creating rhythmic patterns using the body Experiencing dance from a different culture Choreographical elements including still imagery <u>Titanic</u> Creating rhythmic patterns using our body Extend choreography through controlled movements, character emotion and expression Explore the relationships between characters applying character emotion and expression
<i>Gymnastics</i>	<u>Moving</u> Explore moving and making shapes using different body parts. Explore moving in different directions Explore big and small ways of moving and making shapes. Moving in pairs Creating shapes in pairs. <u>High, Over, Under, Over</u>	<u>Linking</u> Developing linking Linking on apparatus Jump, roll, balance sequences/ on apparatus Creation of sequences Completion of sequences and performance <u>Pathways</u> Explore/ develop zig-zag pathways/ on apparatus	<u>Bridges</u> Introduction to bridges Application of bridges learning onto apparatus Develop sequences with bridges Sequence formation Sequence completion	<u>Matching and Mirroring</u> Introduction to matching/ mirroring Application of matching/ mirroring learning onto apparatus Sequence development

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

	Introduction to high, low, over and under Introduction to the apparatus Applying a high and low on apparatus	Explore/ develop curved pathways/ on apparatus Creation of pathway sequences Completion of pathways sequences and performance		
<i>Games for Understanding</i>	Taking turns/keeping the score Understanding and playing by the rules Avoiding a defender Preventing an attacker from scoring	Attacking/ defending as a team Understanding the transition between defence and attack Create and apply attacking/		
<i>Ball skills</i>	<u>Feet</u> Explore moving with a ball using our feet Develop moving with a ball using our feet Understand dribbling Develop dribbling against an opponent <u>Hands</u> Explore pushing Explore rolling Explore bouncing Explore bouncing into space Combine pushing and rolling Combine rolling, pushing and bouncing Explore throwing overarm Explore throwing underarm Explore rolling Explore stopping a ball Explore catching <u>Rackets' Bats, Balls and Balloons</u> Explore pushing/hitting a balloon with control Explore hitting a balloon with power into space Explore hitting/pushing (sending) a balloon with accuracy Explore balancing an object on a racket/bat	<u>Feet 1</u> Develop dribbling/ passing/ receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/ to score a point Apply dribbling, passing and receiving as a team to score a point <u>Hands 2</u> Consolidate pupils application and understanding of underarm throwing Applying the underarm and overarm throw to win a game Applying the underarm throw to beat an opponent <u>Rackets, Bats and Balls</u> Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent Introduce hitting (sending/ striking) a ball into a space: where and why? Striking the ball (with a bat) into space with intent		
<i>Team Building</i>	Introduce cooperative game Foster communication and listening skills Promote turn taking and sharing	Introducing teamwork Develop teamwork Building trust and developing communication		

Aylburton and English Bicknor C of E Primary Schools

PE Curriculum

	Introduction to problem solving Encourage positive team language Celebrate team achievements	Cooperation and communication Explore simple strategies Problem solving: consolidate teamwork		
<i>Health and Well-being</i>	Understanding what we mean by movement and exercise Exploring our heartbeat/ breathing when we exercise Understanding how exercise makes us feel Making exercise fun!	Consolidate agility Consolidate balancing: explore balancing on apparatus Introduce and explore coordination: dribbling and kicking	Creating movements to help express ourselves and our emotions Using mime to manage positive and negative emotions Using meditative poses to help control and manage our emotions	
<i>Health Related Exercise</i>				Develop a secure understanding of cardio fitness Develop a secure understanding of flexibility fitness Develop a secure understanding of strength fitness
<i>Athletics</i>			Develop running at speed Exploring our stride pattern Explore running at pace Understand and apply tactics when running for distance Javelin Standing triple jump	Running for speed competition Running for distance competition Throwing competition Jumping competition
<i>Games – Invasion (dodgeball)</i>			Introduce jumping and ducking Develop throwing with accuracy and power over an increased distance Develop catching Consolidate dodging, jumping and ducking	
<i>Games – Invasion (hockey)</i>				Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations
<i>Games – Invasion (netball)</i>			Refine passing and receiving Develop passing and dribbling creating space Develop passing, moving and shooting Refine passing and shooting Develop footwork	Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations

Aylburton and English Bicknor C of E Primary Schools PE Curriculum

<i>Games – Invasion (tag rugby)</i>			Introduce moving with the ball, passing and receiving Introduce tagging Create space when attacking Develop passing and moving Combine passing/ moving to create attacking opportunities and score Develop passing, moving and creating space Apply learning to 3v3 mini games Develop defending in game situations Combine passing and moving to create an attack and score	Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics: Develop officiating Consolidate passing and moving Consolidate defending Create, understand and apply attacking/ defending tactics in game situations Consolidate attacking and defending in mini games
<i>Games – Invasion (football)</i>				
<i>Games – striking and fielding (cricket)</i>			Develop an understanding of batting and fielding Introduce bowling underarm Develop stopping and returning the ball Develop retrieving and returning the ball Striking the ball at different angels and speeds	
<i>Games – net/wall (tennis)</i>			Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point	Consolidate batting, fielding and bowling Create, understand and apply attacking and defensive tactics in game
<i>Games – net/ wall (badminton)</i>				Introduction to badminton: Outwitting an opponent Introduce the forehand and backhand Applying the forehand and backhand: Creating space to win a point Controlling the game from the serve



Aylburton and English Bicknor C of E Primary Schools PE Curriculum



<i>Outdoor and Adventurous Activities</i>				
<i>swimming</i>				