



## Hallaton CE Primary School – The Big Picture - PE

<b>Our Over-arching Intent</b>	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum		
<b>Aims of our Curriculum</b>	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve
<b>Core School Value</b>	<b>Learn, Grow, Flourish</b>		
<b>Our Learning Powers</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Resilient</b>
<b>The Intrinsic Core: Our PE Intent</b>	To be able to take part in high-quality physical education lessons which inspire all pupils to succeed and excel in competitive sport and other physically demanding activities.	To Provide opportunities for pupils to compete in sport and other activities, to build resilience and determination, and help to embed values such as fairness and respect.	To Provide opportunities for pupils to become physically active for sustained periods, and develop confidence in a way which supports their health and fitness, so that they can continue to lead healthy, active lives.
<b>We will develop the knowledge and skills that children need to succeed</b>	<b>Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.</b>		<b>Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.</b>

### How we organise learning in PE, through the development of Big Ideas:

<b>Explore and Investigate Whole School Big Ideas</b>	<b>Responsible</b> ↓ Following Rules	<b>Respectful</b> ↓ Teamwork	<b>Resilient</b> ↓ Improving skills	<b>Reflective</b> ↓ Using prior learning	<b>Remarkable</b> ↓ Competing as part of the school
---	--	------------------------------------	---	--	---

### The Big Ideas are developed through the understanding of the Key Strands:

<b>Develop understanding over time of our Key Strands</b>	<b>Games, Athletics, Swimming and Movement and Performance</b>			
<b>Aspects of knowledge that may be included in each Key Strand:</b>	<b>Games</b>  Invasion Net and Wall Striking and Fielding	<b>Athletics</b>  Running Jumping Throwing Relays	<b>Swimming</b>  Front crawl Back stroke Breaststroke Butterfly Self -Rescue	<b>Movement and Performance</b>  Dance Gymnastics Healthy mind and body

### Implementation: How do we deliver our Curriculum?

<b>Early Years</b>	Children’s physical development is underpinned in all areas of the EYFS curriculum. The children are encouraged to be active every day and have access to an outdoor space throughout the whole day. They have different opportunities to develop their gross and fine motor skills both in and out of the classroom.	
<b>Progression</b>	Progression in Learning from Reception to Year 6 is outlined in our PE Overview and End Points document.	
<b>Rutland School Sports Partnership</b>	Through our partnership with the Rutland School Sports all children will have the opportunity to access sporting activities in addition to our School Curriculum. Children play competitive sports against teams from other schools in tournaments and festivals. They also have many opportunities to try out sports that they may not have come across before, such as boccia or handball. We also develop skills in our pupils, which enable them to undertake roles as ambassadors to the school as Sports Leaders.	
<b>Big Ideas – Planned Progression of Components for Key Stage One</b>	<ul style="list-style-type: none"> <li>Begin to develop perseverance, even when things aren’t going well</li> <li>Understand that cheating is wrong</li> <li>Listen, carry out instructions, encourage others</li> <li>Enjoy taking part and doing your best</li> <li>Take turns and share</li> <li>Have a go, try new things Skills &amp; Co-ordination</li> <li>Run, jump, balance, throw and catch with increasing agility, both on their own and with a partner Competition</li> <li>Participate in Team Games, develop simple tactics for attacking and defending, compete individually against others Evaluate &amp; Improve</li> <li>Watch others and begin to recognise how to improve and when they have improved Performance, Fitness &amp; Health</li> <li>Perform e.g. dance routines and gymnastics sequences</li> <li>Recognise and articulate the effect of exercise on their body, understand basic aspects of Keeping Healthy.</li> </ul>	
<b>Key Stage One Disciplinary Knowledge – In the context of...</b>	<b>EYFS &amp; Year 1</b>	<b>Year 2</b>
	<b>Invasion games – accuracy and aim</b>  <b>Dance</b> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music</li> <li>Gain an understanding of rhythm, coordination and direction</li> <li>Discuss dance links with fitness, science and history</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Practice and improve body shapes</li> <li>Learn/improve various rolls and jumps</li> <li>Link shapes, rolls, jumps and turns to create a sequence</li> </ul> <b>Striking and Fielding Games</b>  <b>Net/wall games</b>  <b>Athletics</b>	<b>Invasion games – accuracy and aim</b> kicking, simple attacking and defending skills  <b>Dance</b> <ul style="list-style-type: none"> <li>Perform simple movement patterns to music</li> <li>Gain an understanding of rhythm, coordination and direction</li> <li>Discuss dance links with fitness, science and history</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>Practice and improve body shapes</li> <li>Learn/improve various rolls and jumps</li> <li>Link shapes, rolls, jumps and turns to create a sequence</li> </ul> <b>Striking and Fielding Games</b> kicking, simple attacking and defending skills  <b>Net/wall games</b>  <b>Athletics</b> - Long jump & relay

	Swimming	Swimming
Lower Key Stage Two Disciplinary Knowledge – In the context of...	Year 3/4	
	<p><b>Invasion games - Football, Dodgeball, Quicksticks Hockey</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform simple movement patterns to music using rhythm, coordination and direction</li> <li>• Discuss dance links with Class topic Perform in small groups</li> <li>• Evaluate and improve self and others</li> <li>• Acknowledge and respond to positive criticism</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Practice and improve balance with various parts of the body- solo and with a partner</li> <li>• Create letter shapes with body – solo and with partner</li> <li>• Revisit and improve a variety of rolls, jumps and body shapes.</li> <li>• Create a sequence introducing pathways, mirroring and variable heights, solo and with a partner</li> </ul> <p><b>Striking and Fielding Games - Rounders</b></p> <p><b>Net/wall games - Netball, Volleyball</b></p> <p><b>Athletics and OOA</b></p>	
Upper Key Stage Two Disciplinary Knowledge – In the context of...	Year 5/6	
	<p><b>Invasion games – Football, Tag Rugby, Dodgeball, Hockey</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform simple movement patterns to music using rhythm, coordination and direction</li> <li>• Discuss dance links with Class topic</li> <li>• Perform in small groups</li> <li>• Evaluate and improve self and others</li> <li>• Acknowledge and respond to positive criticism</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• practice and improve balance with various parts of the body- solo, with a partner and in small groups, with and without apparatus</li> <li>• Create letter shapes and balances solo and with partner</li> <li>• Revisit and improve a variety of rolls, jumps and body shapes.</li> <li>• Create a sequence introducing pathways, mirroring and variable heights, solo, with a partner and in groups on apparatus</li> </ul> <p><b>Striking and Fielding Games - Cricket</b></p> <p><b>Net/wall games - Basketball, Boccia</b></p> <p><b>Athletics - Javelin, shot put and Discus – field events</b></p>	
Impact	Most children achieve the End Point Milestones for PE	
	<b>Children become...</b>	
	<b>Reflective</b> , engaged learners who enjoy learning and who are knowledgeable and skilled make progress and show how <b>remarkable</b> they are.	<b>Resilient</b> , articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.
		<b>Responsible</b> and <b>respectful</b> citizens of the world who have the capacity to make positive contributions to society.