



Boston West Academy

KS1 PE



PE Curriculum Content in KS1

- 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.

Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

Conscious connections

Use learning across the curriculum to keep children as active as possible. Encourage moving and learning and the use of outside areas. Use the orienteering points and playground markings to keep children active including the trim trails and playtime equipment. Gross motor learning activities Keep children *moving* while *learning* with daily, quick and creative physical *activities*. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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 such as fairness and respect.

Continuous provision ideas

Use our outdoor areas, PE/playground equipment, trim trails, large playground and field spaces, challenge children to daily or weekly physical challenges. Encourage physical activities during playtimes and own learning by providing guidance and equipment. Celebrate after school club participation and out of school physical activity achievement and promote clubs, sport and physical activity. Sports celebration board in the hall to celebrate achievement, participation and future fixtures.

KS1 PE

Y1

Coverage

Acquiring and Developing Skills
Applying Skills and Game Tactics

These will be developed across a variety of indoor and outdoor activities. They will also be developed across a variety of sports/activities e.g. Dance, Gymnastics, Multi sports, creative games, playtimes and outdoor learning.

Knowledge

I understand the difference between attacking and defending.

Vocabulary

Accuracy, traveling, rolling, jumping, direction, weight, speed, space, sending and receiving

Y2

Coverage

Acquiring and Developing Skills
Applying Skills and Game Tactics
Knowledge and Understanding of Fitness

These will be developed across a variety of indoor and outdoor activities. They will also be developed across a variety of sports/activities e.g. Dance, Gymnastics, Multi sports, creative games, playtimes and outdoor learning.

Knowledge

I can explain how my heart rate and breathing changes during exercise.

I understand the difference between attacking and defending.

Vocabulary

Strike, target, level, control, coordination, sequence, opponents and accuracy

KS1 Longitudinal learning—to revisit ideas and concepts to enable deeper learning

It is expected that by the end of KS1, the vast majority of students have an advancing understanding and some will have a deeper understanding.

Basic	Advancing	Deep
<p>Pupils should develop fundamental movement skills.</p> <p>Pupils should become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <p>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 can refine movement skills for a particular purpose.</p> <p>Pupils practise and extend their skills developing own goals and targets individually and as part of a team.</p> <p>Pupils are beginning to develop tactics as part of a team.</p>	<p>Pupils understand the importance of fitness and can describe changes in the body.</p> <p>Pupils develop a deeper understanding of their role in a team game including attacking and defending.</p>



PE Curriculum Content in KS2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

Conscious connections

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide 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 such as fairness and respect. Pupils are to develop competence to excel in a broad range of physical activities and given opportunities to be physically active for sustained periods of time and engage in competitive sports and activities encouraging them to lead healthy, active lives. Use physical activity across the curriculum to vary the way children learn and where possible use the outside classroom to encourage physical development.

Continuous provision ideas

Use our outdoor areas, PE/playground equipment, trim trails, large playground and field spaces, challenge children to daily or weekly physical challenges. Encourage physical activities during playtimes and own learning by providing guidance and equipment. Celebrate after school club participation and out of school physical activity achievement and promote clubs, sport and physical activity. Give varied sporting opportunities for all including encouraging talent to succeed competitively and participation for fun. Sports celebration board in the hall to celebrate achievement, participation and future fixtures.



Lower KS2 PE

Year3

Coverage

Acquiring and Developing Skills

Applying Skills and Game Tactics

Knowledge and Understanding of Fitness

Outdoor/Adventurous

These will be developed across a variety of indoor and outdoor activities. Also across a variety of sports/activities e.g. Dance, Gymnastics, Multi sports, Athletics, creative games and outdoor learning.

Knowledge

I understand the difference between attacking and defending.

I can explain how my heart rate and breathing changes during exercise.

I understand rules of simple games.

I can give reasons why warming up before an activity is important.

Vocabulary

Fluency, warm up, cool down, orientate, mirroring and matching.

Year 4

Coverage

Acquiring and Developing Skills

Applying Skills and Game Tactics

Knowledge and Understanding of Fitness

Outdoor/Adventurous

These will be developed across a variety of indoor and outdoor activities. Also across a variety of sports/activities e.g. Dance, Gymnastics, Multi sports, Athletics, creative games and outdoor learning.

Knowledge

I understand the difference between attacking and defending.

I can explain how my heart rate and breathing changes during exercise.

I understand rules of simple games.

I can give reasons why warming up before an activity is important.

I can give reasons why physical activity is important.

Vocabulary

Consistency, fluency, orientate, defend, attack, possession, Orientate.



Upper KS2 PE

Year5

Coverage

Acquiring and Developing Skills
Applying Skills and Game Tactics
Knowledge and Understanding of Fitness
Outdoor/Adventurous
Swimming and Water Safety

These will be developed across a variety of indoor and outdoor activities. Also across a variety of sports/activities e.g. Dance, Gymnastics, Multi sports, Athletics, swimming, creative games and outdoor learning.

Knowledge

I understand the difference between attacking and defending.
I can explain how my heart rate and breathing changes during exercise.
I understand rules of simple games.
I can give reasons why warming up before an activity is important.
I can give reasons why physical activity is important.
I can take more responsibility for my own warm up.

Vocabulary

Extension and tactics

Year 6

Coverage

Acquiring and Developing Skills
Applying Skills and Game Tactics
Knowledge and Understanding of Fitness
Outdoor/Adventurous
Swimming and Water Safety

These will be developed across a variety of indoor and outdoor activities. Also across a variety of sports/activities e.g. Dance, Gymnastics, Multi sports, Athletics, swimming, creative games and outdoor learning.

Knowledge

I understand the difference between attacking and defending.
I can explain how my heart rate and breathing changes during exercise.
I understand rules of simple games.
I can give reasons why warming up before an activity is important.
I can give reasons why physical activity is important.
I can take more responsibility for my own warm up.
I can describe the effects exercise has on my body.

Vocabulary

Stamina.

KS2 Longitudinal learning—to revisit ideas and concepts to enable deeper learning . It is expected that by the end of Y6 the vast majority of students have an advancing understanding and some will have a deeper understanding.

Basic	Advancing	Deep
Pupils can run, jump, throw and catch in isolation and occasionally in combination.	Pupils can run, jump, throw and catch in isolation and in combination to achieve a particular outcome.	Pupils have developed a deeper understanding of their role within a team and can adjust their tactics during a competitive game to achieve a desired outcome.
Pupils can apply basic principles suitable for attacking and defending in a game situation.	Pupils can play competitive games, modified where appropriate demonstrating a good understanding of attacking and defending.	Pupils can proficiently and deliberately demonstrate flexibility, strength, technique, control and balance in a sequence of athletic or gymnastic movements.
Pupils can demonstrate basic flexibility, strength, technique, control and balance in isolation and in combination with support.	Pupils can demonstrate flexibility, strength, technique, control and balance in a sequence of athletic or gymnastic movements.	Pupils can swim competently, confidently and proficiently over a distance significantly greater than 25 metres using a range of different strokes.
Pupils can cover a distance of at least 25 metres using a preferred stroke.	Pupils can swim competently, confidently and proficiently over a distance of at least 25 metres	