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| **badge 4ST ANTHONY'S CATHOLIC PRIMARY SCHOOL**  **Physical Education Overview** | | | | | | | | | | | |
|  | | | | Our intent is to:  To provide fun, high-quality Physical Education and sport that inspires all pupils to excel individually and in collaboration with others in non-competitive and competitive activities. St. Anthony’s will inspire all pupils to have enthusiasm for sport and physical activities in a way that supports their health and fitness, develops confidence and provides opportunities to build character and embed values such as fairness and respect.  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 * lead healthy, active lives | | We will:  **The Foundation Stage**  Encourage the physical development of our children in EYFS as an integral part of their work and focus on the fundamental movement skills. This focus continues into Year 1 and 2.  Relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.  Encourage children to develop confidence and control of the way they move, and the way they handle tools and equipment.  Give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.  **Key stage 1**  Develop pupils’ fundamental movement skills, becoming increasingly competent and confident and provide access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others.  Provide opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils will be taught to:   * 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   **Key stage 2**  Ensure pupils 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.  Ensure pupils enjoy communicating, collaborating and competing.  Support in developing pupils’ understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils will be taught to:   * 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   In particular, pupils should be taught to:   * 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   *Each child in KS1 & KS2 has 120 minutes provision of PE curriculum time per week. EYFS children have 60 minutes taught PE and access to outdoor provisions.*  *Pupils receive swimming lessons in year 3/4, delivered by qualified swimming teachers at Better, Fulwood, over an intense two week period of afternoon sessions, and there is a ‘catch- up’ programme for pupils in year 5/6 who are unable to swim competently, confidently and proficiently over a distance of at least 25 metres.* | | | | Our pupils will   * Be motivated to enjoy and develop an enthusiasm for sport and physical activity through quality teaching. * Be provided with a wide range of opportunities to participate in competitive and non-competitive sport. * Be equipped with the necessary skills to develop a love for PE and will be provided with a platform and understanding of how sport and physical activity should be sustained to contribute to a happy and healthy lifestyle. * Receive well thought out and planned lessons for progression of all pupils in all areas of the curriculum. * Be tracked in terms of progress and attainment to reflect on standards against the planned outcomes. | |
| Our school uses the Lancashire Scheme of work as the basis for our curriculum planning in PE.    The curriculum planning in PE is carried out in two phases (long-term and short-term). The long-term plan maps out the PE activities covered in each half term during the year. Teachers then use short-term plans, based around the Lancashire Scheme of work as their basis for lessons, as they list the specific learning objectives for each lesson.    We plan the PE activities so that they build upon the prior learning of the children (see progression map). There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, and there is planned progression built into the year specific units so that the children are increasingly challenged as they move up through the school. | | | | | | | |
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| EYFS | | | | The Foundation Stage focus on developing gross and fine motor skills. St. Anthony’s use Lancashire’s 5 Fundamental Movement Skills resource as a basis for planning. These skills, along with opportunities to develop a wider range of physical skills, will ensure our pupils are ready for KS1 PE. Weekly planning is focused on the five fundamental movement skills (running fast, hopping, jumping, throwing and catching) and lessons are developed using Lancashire’s 5 FMS planning resources. In addition, the following additional units are covered. | | | | | | | |
| **5 Fundamental Movement Skills Baseline Assessment**  **5 Fundamental Movement Skills**  Children will:   * Jump for distance and land appropriately. * Hop on both feet. * Underarm throw for distance. * Overarm throw for distance. * Catch with increasing accuracy. * Climb with confidence under, over and through climbing equipment. | **5 Fundamental Movement Skills**   * The Very Hungry Caterpillar   *Children will:*   * *Perform the basic skill of jumping* * *Travel in a variety of ways low to the ground* * *Travel over, under and through balance and clmbing equipment* * *Balalnce on a range of body parts* * *Throw underarm* * *Roll in a variety of ways* | | **5 Fundamental Movement Skills**   * Rumble in the Jungle   *Children will:*   * *Travel on hands and feet, roll in different ways.* * *Use an underarm and overarm throw with increasing accuracy.* | **5 Fundamental Movement Skills**   * Superworm   *Children will:*   * Perform thr basic skill of jumping * Travel in a variety of ways low to the ground * Travel around space hopping and skipping * Catch a large ball * Travel under, over and through balancing and climbing equipment * Pull themselves up on climbing equipment | **5 Fundamental Movement Skills**   * Jack and the Beanstalk   *Children will:*   * *Experiment with different ways of moving.* * *Use increasing control over an object by touching, pushing, patting, throwing and catching.* * *Move with control and coordination.* * *Use a range of small and large equipment.* * *Jump and land appropriately.* * *Roll a ball accurately.* * *Climb up and down apparatus using alternate feet.* | | **5 fundamental Movement Skills End of Year Assessment**  **5 Fundamental Movement Skills**   * Mini Beasts   *Children will:*   * *Perform the basic skill of jumping* * *Travel over, under and through climbing equipment* * *Catch with increasing accuracy.* * *Roll in a variety of ways.* |
| Year 1/2 |  | | | Key Stage 1 build on the learning in EYFS and focus on developing 10 fundamental movement skills of running, hopping, skipping, jumping, underarm throw, rolling a ball, bouncing a ball, kicking a ball and catching. A baseline assessment of these skills is conducted at the start of KS1 and teachers adapt their teaching to focus on the FMS that the children are less proficient in. The 10 fundamental movement skills are assessed at the end of Year 2. The below units of work focus on these skills and are adapted based on the needs of the pupils and pupils start to learn how to apply these skills in context. Children start to develop a knowledge in tactics in games activities and creating sequences in gymnastic and dance type activities through relevant core tasks below. | | | | | | | |
| Cycle A | | | **Fundamental Movement Skills Baseline Assessment**  *Children will be assessed and develop basic FMS skills. The baseline will be the basis for what is delivered in the FMS units.*  **Fundamental Movement Skills**   * Jack and the Beanstalk   *Children will create a gymnastic sequence on floor, mats and apparatus by linking two gymnastic shapes through rolling, travelling and jumping.*   * Zog   *Children will learn to run and change direction quickly; demonstrate an overarm throw and hopping; and demonstrate travelling on feet and hands and feet on apparatus.* | **Dance**   * Three Little Pigs   *Children will explore basic body actions, e.g. jumping and turning, and use different parts of their body to create and repeat short dances.*  **Fundamental Movement Skills**   * *Underarm Throw*   *Children will develop basic game playing skills, in particular the FMS of throwing and catching. They play games based on net games and striking and fielding games.* | | **Games**   * Piggy in the Middle   *Children will improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will practice and refine their FMS and techniques, using them to outwit others.*  **Gymnastic Activities 1**  *Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases linked to actions.* | **Fundamental Movement Skills**   * Bounce Ball   *Children will develop basic game playing skills, in particular the FMS of bouncing a ball.*  **Gymnastic Activities 2**  *Children investigate movement and explore basic gymnastic actions on the floor and using apparatus. They copy or create short movement phrases linked to actions.* | **Dance**   * Seaside   *Children will explore basic body actions, e.g. jumping and turning, and use different parts of their body to create and repeat short dances.*  **OAA**   * The Great Outdoors   *Children will explore the great outdoors and take part in trails and simple team building exercises.* | | **Athletics**  *Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping.*  **Fundamental Movement Skills Assessment**  *Children perform 10 FMS skills and take part in simple challenges.* |
| Cycle B | | | **Dance**   * Fire Fire   *Children will explore basic body actions, e.g. jumping and turning, and use different parts of their body to create and repeat short dances.*  **Games**   * Net and Wall   *Children improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practice and refine their FMS and techniques, using them to outwit others.* | **Fundamental Movement Skills**   * Catching and Bouncing a Ball   *Children develop basic game playing skills, in particular throwing and catching, travelling, sending and receiving. They play games base on net games and striking and fielding games.*  **Gymnastics**  *Children focus on developing basic gymnastic skills. They create simple sequences of actions on the floor and transfer what they learn on the floor or apparatus. Children use skills and agilities individually and in sequence, demonstrating control and precision.* | | **Fundamental Movement Skills**   * Supertato   *Children will perform an egg roll and pencil roll with some coordination; demonstrate jumping off a bench and land on two feet; and demonstrate bouncing a ball with control; demonstrate rolling a ball through a target with some accuracy and control.*    **Fundamental Movement Skills**   * Playground games in the 20th Century   *Children will develop the skill of dodging/changing direction when playing a tig game; develop the skill of hopping when playing a game; demonstrate catching a ball with some control; throw a ball underarm to a partner with some accuracy; perform a side gallop; strike a ball with some accuracy; and apply simple tactics in net and wall activities.* | **Dance**   * Toy Story   *Children will explore basic body actions, e.g. jumping and turning, and use different parts of their body to create and repeat short dances.*  **Fundamental Movement Skills**   * Underarm Throw   Children develop basic game playing skills, in particular throwing and catching, travelling, sending and receiving. They play games base on net games and striking and fielding games. | **Fundamental Movement Skills**   * Rolling a Ball   *Children develop basic game playing skills, in particular throwing and catching, travelling, sending and receiving. They play games base on net games and striking and fielding games.*  **Games**   * Striking and Fielding   *Children improve and apply their basic FMS in games. They play games that demand simple choices and decisions. They will continue to practise and refine their FMS and techniques, using them to outwit others.* | | **Athletics**  *Children will explore running, jumping and throwing activities, and take part in simple challenges and competitions. They experiment with different ways of travelling, throwing and jumping.*  **Fundamental Movement Skills Assessment**  *Children perform 10 FMS skills and take part in simple challenges.* |
| Year 3/4 | |  | | In lower Key Stage 2, children develop attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3v1, 4v2. They also develop their knowledge of simple attacking tactics, which are transferrable across similar categories of gives (Target, Invasion Games, Net and Wall, Striking and Fielding, Athletics). Children will develop performance and sequencing skills in Gymnastics and Dance. All skills are applied through the relevant core tasks below.  Swimming is also taught in Year 3/4 and is delivered by qualified swimming teachers at Better Leisure Centre, Fulwood. Children receive intensive teaching during ten one hour sessions over a two week period. At the end of the unit, children will learn to swim competently over a distance of 25 metres using a range of strokes effectively and they will learn to perform safe self-rescue in different water based situations. | | | | | | | |
| Cycle A | | **Dance**   * Superheroes   *Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by superheroes. They work with a partner and in small groups developing their ability to create, perform and appreciate dance.*  **Invasion Games**   * Netball skills   Children learn to apply their understanding and skills from KS1 with a focus on netball skills. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport techniques. | **Gymnastics**  *Children will focus on improving the quality of their movement, building on knowledge from KS1. They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly and with control.*  **Games**   * Tag and Target   *Children will learn how games work through designing their own tag and target games. Children will improve their FMS and start to understand how to design their own game.* | | **Net and Wall**  *Children will learn to develop the skills they need for net/wall games and learn how to use these skills to make the game difficult for their opponent.*  **Dance**  *Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.* | **Gymnastics**  *Children will develop their skills with control and precision and combine these skills to create a sequence. They will extend their range of actions, balances, body shapes and agility, working on more difficult combinations. Children will work in pairs using matching and mirroring to plan and perform sequences.*  **Striking and Fielding**   * Rounders   *Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters’ scores down.* | **Target Games**   * Boccia   *Children will continue to learn simple attacking tactics through playing a target game – Boccia.*  **Dance**  *Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.* | | **Athletics**  *Children concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.*    **Outdoor and Adventurous Activities**   * Trust and Trails   *Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in adventure games. The problem solving tasks they tackle will require teamwork with clearly defined roles and responsibilities.* |
| Cycle B | | **Invasion Games**   * Handball   Children learn to apply their understanding and skills from KS1 with a focus on handball skills. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport techniques.  **Dance**  *Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.* | **Gymnastics**  *Children will focus on improving the quality of their movement, building on knowledge from KS1. They will learn how to plan and perform actions and sequences and develop flow by linking actions smoothly and with control.*  **Games**   * Dodgeball   *Children will develop their throwing and catching skills through the game of dodgeball. They will work on throwing at a target using one and two handed passing with increasing accuracy.* | | **Dance**  *Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.*  **Net and Wall**  *Children will learn to develop the skills they need for net/wall games and learn how to use these skills to make the game difficult for their opponent.* | **Gymnastics**  *Children will develop their skills with control and precision and combine these skills to create a sequence. They will extend their range of actions, balances, body shapes and agility, working on more difficult combinations. Children will work in pairs using matching and mirroring to plan and perform sequences.*  **Striking and Fielding**   * Rounders   *Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters’ scores down.* | **Outdoor and Adventurous Activities**   * Team Work and Problem Solving   *Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in adventure games. The problem solving tasks they tackle will require teamwork with clearly defined roles and responsibilities.*  **Invasion Games**   * Rugby   Children learn to apply their understanding from earlier in the year with a focus on rugby skills. Children will improve their accuracy in throwing and catching, and will develop and learn new invasion game sport techniques. | | **Athletics**  *Children concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.*    **Invasion Games**   * Basketball   Children learn to extend their understanding and skills in invasion games with a focus on basketball. Children will improve their accuracy in throwing and catching, and will learn new invasion game sport techniques. |
| Year 5/6 | | |  | In Upper Key Stage 2, children will continue to develop attacking skills working as a team to develop their knowledge of defending strategies. Lessons will be delivered though modified mini versions of different sports from uneven to even sides. Children will develop performance and composition of longer sequences in Dance and Gymnastics with partners and in groups. All skills are applied through the relevant core tasks below. | | | | | | | |
| Cycle A | **Dance**  *Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and in groups. They will be adventurous when improvising and exploring ideas.*  **Invasion Games**   * Hockey   *Children will learn sport specific techniques in passing, dribbling and shooting, and will learn to apply basic principles for attacking and defending. Children will also learn how to work well as a team when attacking, exploring a range of defending strategies. They play uneven sided games.* | **Gymnastics**  *Children will develop a wider range of actions and use their skills and agilities individually and in sequence with a partner, developing control and precision. Children will create longer sequences with a partner to perform for an audience.*  **Outdoor and Adventurous Activities**  *Children develop their orienteering and problem solving skills in familiar situations and environments with an emphasis on building trust and working as a team. They will learn to read maps and adapt their skills to meet challenges set in new environments.* | | **Net and Wall**   * Badminton   *Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for playing net/wall type games.*  **Invasion Games**   * Netball   *Children will improve their defending and attacking play. They start to play even sided mini versions of games. Children think about how to use skills, strategies and tactics to outwit the opposition, entering the opponent’s territory with the ball and trying to get in good positions for shooting or reaching the goal.* | **Invasion Games**   * Rugby   *Children will improve their defending and attacking play. They start to play even sided mini versions of games. Children think about how to use skills, strategies and tactics to outwit the opposition, entering the opponent’s territory with the ball and trying to get in good positions for shooting or reaching the goal.*  **Dance**  *Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and in groups. They will be adventurous when improvising and exploring ideas.* | **Net and Wall**   * Tennis   *Children will learn to develop the range and quality of their skills when playing games using rackets. They also learn specific tactics and skills for playing net/wall type games.*  **Gymnastics**  *Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences for an audience. Children will plan and perform a sequence with a partner, choosing their own apparatus and layout.* | | **Striking and Fielding**   * Rounders   *Children will develop the range and quality of their skills and understanding. They will learn how to play the different roles of bowler, backstop, fielder and batter.*  **Athletics**  *Children will focus on developing their technical understanding of athletic activities. They learn how to set targets and improve performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they will throw heavier, larger implements. In jumping events, they will explore how their run up affects jumping for height and length.* |
| Cycle B | **Gymnastics**  *Children will develop a wider range of actions and use their skills and agilities individually and in sequence with a partner, developing control and precision. Children will create longer sequences with a partner to perform for an audience.*  **Games**   * Creative Games   *Children will continue to develop their invasion games skills throughout this unit with the aim of designing their own invasion game. Children will work collaboratively to analyse and reflect on invasion games and use this knowledge to understand how to design their own game.* | **Dance**  *Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and in groups. They will be adventurous when improvising and exploring ideas.*  **Outdoor and Adventurous Activities**   * Teambuilding   *Children develop their teamwork and problem solving skills in familiar situations and environments with an emphasis on building trust and working as a team. They will learn to read maps and adapt their skills to meet challenges set in new environments.* | | **Outdoor and Adventurous Activities**   * Orienteering   *Children develop their orienteering and problem solving skills in familiar situations and environments with an emphasis on building trust and working as a team. They will learn to read maps and adapt their skills to meet challenges set in new environments.*  **Gymnastics**  *Children will develop a wider range of actions and use their skills and agilities individually and in sequence with a partner, developing control and precision. Children will create longer sequences with a partner to perform for an audience.* | **Dance**  *Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and in groups. They will be adventurous when improvising and exploring ideas.*  **Invasion Games**   * Rugby   *Children will improve their defending and attacking play. They start to play even sided mini versions of games. Children think about how to use skills, strategies and tactics to outwit the opposition, entering the opponent’s territory with the ball and trying to get in good positions for shooting or reaching the goal.* | **Striking and Fielding**   * Cricket   *Children will develop the range and quality of their skills and understanding. They will learn how to play the different roles of bowler, backstop, fielder and batter.*  **Outdoor and Adventurous Activities**   * Team Work and Problem Solving   *Children develop their orienteering and problem solving skills in familiar situations and environments with an emphasis on building trust and working as a team. They will learn to read maps and adapt their skills to meet challenges set in new environments.* | | **Dance**  *Children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances in a range of styles, working with partners and in groups. They will be adventurous when improvising and exploring ideas.*  **Athletics**  *Children will focus on developing their technical understanding of athletic activities. They learn how to set targets and improve performance in a range of running, jumping and throwing activities. In running events, they will run further in both sprints and distance runs. In throwing events, they will throw heavier, larger implements. In jumping events, they will explore how their run up affects jumping for height and length.* |