

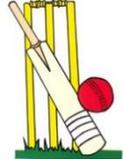
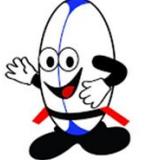


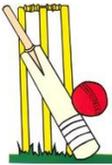
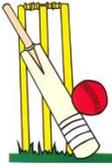
Ark Blacklands Primary Academy

PE Curriculum



PE Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Exploring movement 	Gymnastics 	Dance 	Gymnastics 	Football 	ScotFit 
	Multi Skills 	Multi Skills 	Multi Skills 	Ball Skills 	Netball 	Athletics 
Year 2	Dance 	Ball Skills – Throwing and retrieving 	Gymnastics 	Multi Skills 	Multi Skills 	Multi Skills 
	Exploring movement 	Ball skills – Striking and controlling 	ScotFit 	Netball 	ScotFit 	Athletics 
Year 3	Multi-skills 	Handball 	Netball 	Dance 	Cricket 	Swimming 
	Tag Rugby 	ScotFit 	Hockey 	Tennis 	ScotFit 	Athletics 

Year 4	Gymnastics 	Gymnastics 	Dance 	Hockey 	Tag Rugby 	Athletics 
	Football 	Netball 	ScotFit 	Tennis 	Cricket 	Athletics 
Year 5	Gymnastics 	ScotFit 	Tennis 	Football 	Dance 	ScotFit 
	Tag Rugby 	Hockey 	Hockey 	Netball 	Athletics 	Athletics 
Year 6	Dance 	Netball 	Gymnastics 	Dance 	Tennis 	ScotFit 
	Tag Rugby 	Netball 	Hockey 	Hockey 	Cricket 	Athletics 

Subject Intent:

At Ark Blacklands, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

Implementation:

To ensure Ark Blacklands is providing high-quality teaching and learning within PE, pupils in Years 1 to 6 take part in two planned sessions of physical exercise each week.

In Key Stage 1, the focus is on improving agility, balance and coordination to be able to take part in co-operative and competitive sporting, dancing and gymnastic situations. The skills required to play competitive sports later in the school begin here, with children being taught to run, jump, throw and catch, as well as begin to play team games in order to learn the difference between defence and attack.

In Key Stage 2, the process continues, with children learning a broader range of skills and applying them to a range of movements. Children continue to enjoy co-operate and compete with each other, with added focus on communication. Throughout this key stage, children are exposed to a range of different sports in order for them to make informed choices about their own healthy and active lifestyles.

Pupils from Year 1 to 6 also have the opportunity for physical activity during morning and lunchtime breaks on the Key Stage playgrounds and MUGA which are well stocked with resources. Staff and Playground Leaders (trained pupils from Year 5 and 6) are on duty to co-ordinate a range of active playground games. Lunchtime sports clubs are also on offer to pupils. These can include: football, dodgeball, dance, golf and multi-skills.

Pupils in Year 3 attend a weekly swimming lesson at Summerfields swimming pool during the summer term.

Year 6 have an annual residential trip in the Summer term in which they undertake a series of physical and challenging activities, including: assault course; mid-ropes to high wires; climbing wall; tree climb.

During the Summer term, Sports Days are held for EYFS and KS1/2 covering traditional sporting activities, however the focus during these events is participation and enjoyment.

As Ark Blacklands is supported by the Hastings and Rother Sports Partnership, pupils from Year 3 to Year 6 have the opportunity to participate in variety of School Games events held across the city, which introduce a more competitive element into sporting activities.

All our activities are supported by a variety of sports and dance clubs lead by school staff and visiting professionals both at before-school, at lunchtime and after-school.

Cross-curricular links are also generated during Science and PSHCE lessons.

Impact:

Children will leave Ark Blacklands with an enjoyment and enthusiasm for PE and sport which should continue in the future, leading to a healthy and active lifestyle. They will also have acquired knowledge and skills that prepare them for KS3 PE.



PE Skills Progression

	KSI – End of Year 2	LKS2 – End of Year 4	UKS2 – End of Year 6
Striking & Fielding, Net-wall and Developing Skills	<ul style="list-style-type: none"> • Run in a straight line • Running and avoiding • Run for a period of time to increase stamina • Be able to send a ball in a variety of ways (e.g. bouncing, throwing, rolling, using equipment) • Retrieve and stop a ball using different parts of the body • Catching a medium/large sized ball • Explain why warming up is important 	<ul style="list-style-type: none"> • Run to increase speed, evaluate and improve performance • Know, measure and describe the short term effects of exercise on the body • Describe and evaluate the effectiveness of performances and how they can be improved • Explain why warming up and cooling down is important • Throw a ball with accuracy and power • Understand rules of different striking and fielding games (e.g. cricket, rounders) • Bounce a ball using a racket • Throw and catch a variety of ball sizes • Develop stopping techniques (long barrier) • Turn and throw in combination • Control a racket and the ball's direction using the wrist • Return a ball with accuracy 	<ul style="list-style-type: none"> • Describe how the body reacts to different types of activity • Choose appropriate warm ups and cool-downs • Know how to make it difficult for the opponent to receive the ball • Use a variety of shots (e.g. forehand, volley, backhand, overhead) with precision and control • Consistently throw and strike a ball (same area with control), aiming for areas that will maximise points scored • Catch a ball effectively from a bat • Effectively stop runs being scored (moving quickly to a ball and transfer it quickly) • Throw and catch under pressure (decision making) • Choose effective batting shots • Maintain a rally

Gymnastics – including evaluating & improving
(Related to the Val Sabin Gymnastics Resources)

- Be still in different body shapes and balances
- Transfer weight onto different body parts
- Combine different ways of coordinated travelling (jumping and landing in a variety of ways, rolling, turning) in a short sequence
- Change shape, size and direction quickly and smoothly
- Perform a simple sequence of different actions using floor and apparatus, with a clear start, middle and end
- Say when a movement is performed well and explain how

- Perform a sequence with clear changes of speed, level and pathways
- Work with a partner to develop stretching, curling, arching and contrasting shape
- Receive and transfer bodyweight safely
- Travel and jump fluently and hold balanced positions
- Follow whilst matching or contrasting movements with a partner
- Perform a sequence with more than three movements
- Understand and identify symmetry and asymmetry
- Individually and in partners analyse sequences
- Travel along different pathways using appropriate movements
- Notice and incorporate explosive and smooth movements
- Travel, jump and turn with control and accuracy
- Travel using changes in height
- Link rolls and balances

- Identify appropriate apparatus for a sequence
- Create a sequence with a partner showing planned variations in level, direction and shape
- Demonstrate the five basic jumps
- In pairs, construct, practise, evaluate and improve composition
- Use spinning, rotation and rolling around three different axes
- Demonstrate contrasting, matching and mirroring balances and movements
- Transfer sequences from floor to apparatus
- Travel rhythmically and develop timing with a partner or small group using synchronisation and canon
- Travel over and under shapes made by a partner with or without contact
- Understand, identify and demonstrate counter-balance and counter-tension

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dance- including evaluating & improving</p>	<ul style="list-style-type: none"> • Move to music • Perform a sequence of copied dance moves, including those from different times and cultures • Move around a space safely • Create a short dance sequence of up to 6 moves. • Change rhythm, speed, level and direction of movements • Use movement imaginatively, responding to stimuli, including music • Express and communicate ideas and feelings • Evaluate dances to say what is liked and disliked 	<ul style="list-style-type: none"> • Improvise freely, translating ideas from a stimulus into movement • Share and create phrases (a sequence of movements) with a partner and in a small group • Repeat and perform these phrases in a dance • Use dance to communicate an idea • Take the lead when working with a partner or group • Make sure movements are clear and fluent • Evaluate dances to be able to say what is good and what could be improved, focusing on specific phrases 	<ul style="list-style-type: none"> • Perform to an accompaniment, expressively and sensitively • Make sure movement are controlled • Be able to choose own music, style and dance • Create a whole dance containing multiple phrases to a particular piece of music, either as a pair or a small group • Exaggerate dance movements (using expression when moving) • Combine flexibility, techniques and movements to create a fluent sequence • Begin to show a change of pace and timing in movements • Move to the beat accurately in dance sequences • Improvise with confidence, still demonstrating fluency • Modify parts of a sequence as a result of self and peer evaluation • Use complex dance vocabulary to compare and improve work
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Invasion Games</p>	<ul style="list-style-type: none"> • Recognise the best ways to score points and stop points being scored – Understand and develop tactics for attacking and defending • Work as a team • Block and defend • Keep control of a ball • Observe others and describe what they are doing to be successful • Pass and receive a ball with control and increased accuracy 	<ul style="list-style-type: none"> • Improve accuracy of passes and use space to keep possession • Remain in control of the ball while travelling • Communicate with others to enable effective tactics as part of a team • Look when travelling before sending a ball • Play games which involve keeping possession • Select the correct way to send the ball in order to keep possession • Find space to receive • Think about what to do when the team has not go the ball • Understand positional play • Plan attacking and defending tactics • Understand fair play • Evaluate how successful tactics have been 	<ul style="list-style-type: none"> • Consistently accurately pass and use space to keep possession • Consistently remain in control of the ball while travelling at speed • Prior to and whilst competing, communicate tactics and assessment of performances, making adjustments to self or others when necessary • Be aware of surroundings when in control of the ball (e.g. other players and areas of play – line markings) • Keep possession by sending the ball appropriately and making decisions about what to do with the ball • Develop attacking and defending by shielding and marking • Maintain positional play • Ensure fair play is followed • Evaluate performances in order to maximise team effectiveness

Athletics	<ul style="list-style-type: none"> • Throw in different ways (over-arm, under-arm, rolling, from the chest, bounce) • Run to increase stamina and strength • Standing jump • Jump over small hurdles • Speed bounce to increase strength and agility • Tag to handover (relay) • Slalom runs 	<ul style="list-style-type: none"> • Describe and evaluate the effectiveness of performances and how they can be improved • Understand how to improve their own performances and change in future • Keep a steady pace when running for a longer distance • Develop quick reaction times to begin running • Perform simple jump combinations (hop, skip, jump) • Set realistic targets of time over a shorter and longer distance 	<ul style="list-style-type: none"> • Start quickly in a sprint event • Develop consistency of actions within a number of events • Choose an appropriate pace to maintain • Analyse and improve performance to achieve set realistic targets • Consistently demonstrate powerful and controlled jumps when taking off and landing • Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with different equipment
Scoot-Fit	<ul style="list-style-type: none"> • Scoot in a straight line • Brake effectively • Scoot around a track • Emergency stop successfully • Mount and dismount effectively from stationary positions • Use the resting position 	<ul style="list-style-type: none"> • Scoot around a track including ramps • Brake to scoot round corners safely • Mount and dismount from moving positions (whilst running) • Use the resting position for taking ramps 	<ul style="list-style-type: none"> • Scoot using both legs • Develop power by scooting with a high knee • Perform hops to move over obstacles • Coach scooters who are not as confident to help them • Mount and dismount at appropriate times to avoid obstacles
Outdoor & Adventurous		<p>Orienteering</p> <ul style="list-style-type: none"> • Folding and unfolding a map • Thumbing a map – use thumb as marker • Orientating a map to the North and South • Taking a compass bearing (N,E,S,W) • Use pacing to judge distance • Identify features on a map • Freeze to locate location • Work individually and as part of a team <p>Adventurous</p> <ul style="list-style-type: none"> • Explore outside spaces: meadow 	<p>Orienteering</p> <ul style="list-style-type: none"> • Folding and unfolding a map • Thumbing a map – use thumb as marker • Taking and following a compass bearing (N,E,S,W) • Use pacing and scale to judge distance • Visualisation of features (map to ground): contouring, varying ground, physical, human • Get lost and relocate (deliberate) • Work individually and as part of a team <p>Adventurous</p> <ul style="list-style-type: none"> • PGL – year 6 • Explore outside spaces: meadow

Swimming & Water Safety

- Develop confidence and ability across a wide range of core aquatic skills: submerge, balance, buoyancy – aiming for safe self-rescue techniques
- Develop basic techniques of 3 strokes: breaststroke, front crawl, back crawl
- To enter and exit water safely: stairs, gradual slope, side, safe jumps
- To swim at least 25m

Key stage 1

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.

Pupils should 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

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.

Pupils should 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.