

Angram Bank's Big Bus Curriculum PE



PE

Our PE curriculum **intends** to engage all pupils in regular physical activity in order to develop themselves personally through building their confidence, resilience and knowledge on how to keep themselves mentally and physically healthy. We **implement** our curriculum through: high quality sequenced PE lessons from 'Get Set 4 PE' which meets the National Curriculum, investments in school sport and a relentless focus on increasing physical activity. A broad range of sports are offered through our PE Curriculum Map and throughout the school day to give children ample opportunities to become active and to inspire them to succeed in physically-demanding activities and competitive sports. The **impact** is that children have the knowledge, skills and understanding to become physically literate which enables them to lead and maintain healthy, active lives. Our PE curriculum contributes to the Personal Development and cultural capital of all our children. By working with Arches School Sports Partnership, we are able to increase children's participation in competitive sports across Sheffield, enabling children to reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others whilst developing a life-long love of sport and fitness.

Design and Planning Non-Negotiables

- We follow Get Set 4 PE which covers all National Curriculum statements
- The progression framework includes skills, knowledge and concepts children should know by the end of each year group
- The progression framework identifies endpoints for each year group
- Key concepts and vocabulary are identified and taught throughout the teaching sequence- see 'knowledge organisers'
- We have a yearly curriculum map which ensures children are exposed to a wide range of sports and skills
- In Y5/6, a priority in PE is to ensure every child is a swimmer.

At the session planning stage:

- Previous learning is revisited and built upon throughout the sequence
- **SMSC links are annotated in red planning and assessment books**
- We annotate the planning to adapt to the needs of our children





2020/2021

TERM 1

TERM 2

TERM 3

Nursery

Introduction to PE : Unit 1

Introduction to PE : Unit 2

Fundamentals : Unit 1

Dance : Unit 1

Ball Skills : Unit 1

Games : Unit 1

Reception

2

Games : Unit 2

Curriculum Map to demonstrate how a child's PE equips them with a broad range of knowledge and skills across different sports. For our children, this provides them with the experience of trying different sports in order to find a physical activity they love.

Progression Journey: Games

EYFS

1

2

3

4

5

6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of kicking techniques with increasing success in game situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Year 5

Year 4

Sending
Accurately use a range of techniques to send a ball to a target.

Sending
Send a ball with accuracy and increasing consistency to a target.

Sending
Roll, throw and kick a ball to hit a target.

Catching
Catch different sized objects with increasing consistency with one and two hands.

Catching
Catch a range of objects with increasing consistency.

Catching
Develop catching range.

Tracking
Demonstrate a range of techniques when tracking and collecting a ball.

Tracking
Consistently track a ball.

Tracking
Track a ball.

Dribbling
Dribble with some control under pressure.

Dribbling
Dribble with some control under pressure.

Dribbling
Dribble with some control under pressure.

Progression Documents to enable teachers to know what prior knowledge and skills children have and where they are going.



Get Set 4 P.E. Knowledge Organiser: Football Year 5 and Year 6

Links to the PE National Curriculum

- 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.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Dribbling
- Passing
- Ball control
- Tracking / jockeying
- Turning
- Goalkeeping
- Receiving

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Social: Respect
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

Key principles of invasion games

| Attacking | Defending |
|----------------------------|-----------------|
| Score goals | Stop goals |
| Create space | Deny space |
| Maintain possession | Gain possession |
| Move the ball towards goal | |

Key Rules

- Hand ball:** when a player handles the ball with any part of their arm.
- Goal kick:** A goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- A penalty kick:** is awarded if any of the above offences is committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

Key Vocabulary:
Encourage pupils to use this language in your lessons.
*Year 6 would use Year 5 and Year 6 vocabulary

Year 5 • Control • Pressure • Tactics • Opponent
• Intercepting • Possession • Foul • Tracking

Year 6 • Consistently • Conceding • Outwit • Touch

Teacher Glossary

Interception: intercepting a pass made by an opposing player

Possession: when a team has the ball they are in possession

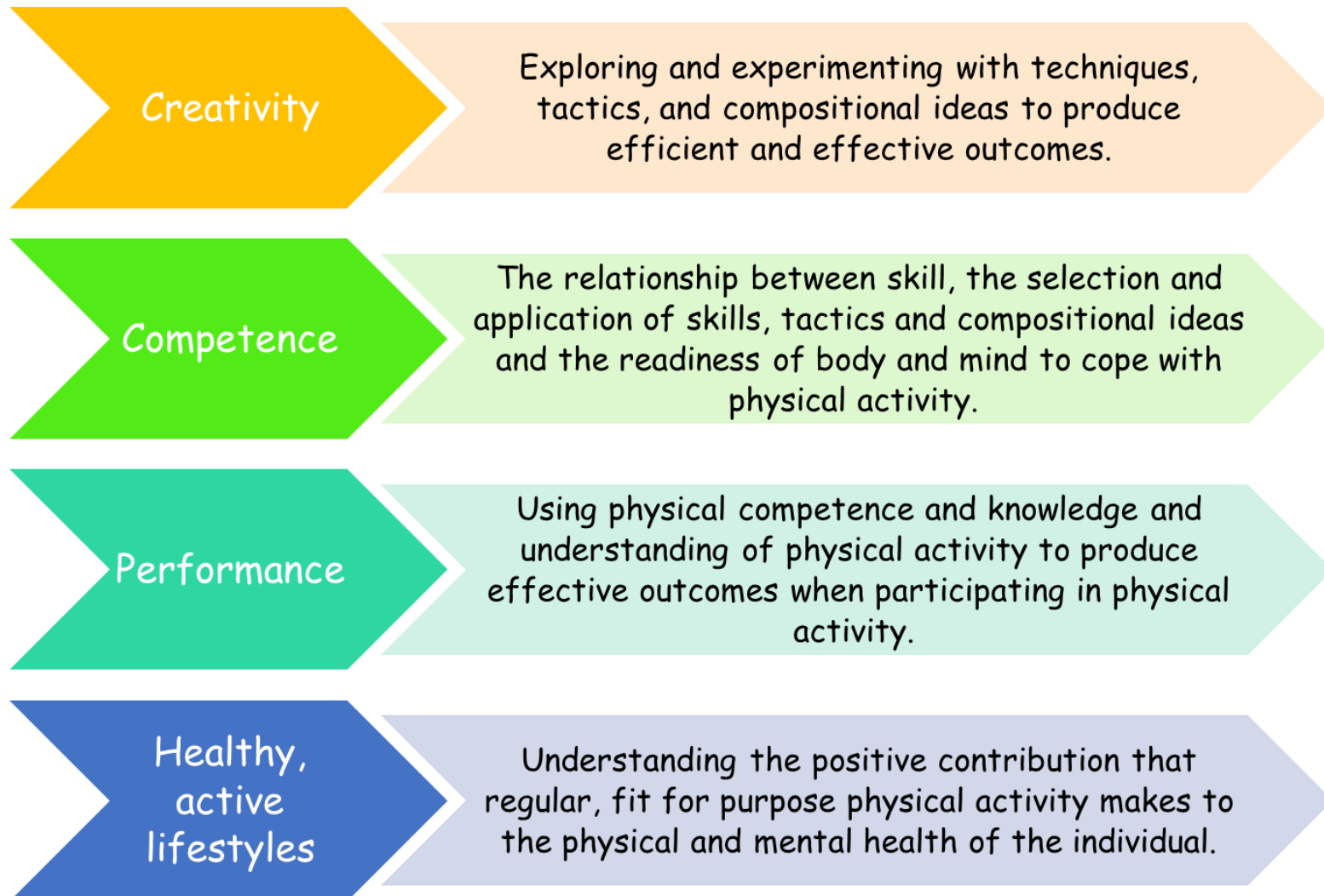
Knowledge Organisers provide key game rules, skills, vocabulary with assessment criteria and a progression ladder of skills. This enables teachers to have all the knowledge they need to 'teach like a pro'.

| | | | | | |
|----------|-------------------|----------------------|----------|-------------------|----------------------|
| YEAR 5/6 | FOOTBALL Lesson 1 | VIEW | YEAR 5/6 | FOOTBALL Lesson 2 | VIEW |
| YEAR 5/6 | FOOTBALL Lesson 3 | VIEW | YEAR 5/6 | FOOTBALL Lesson 4 | VIEW |
| YEAR 5/6 | FOOTBALL Lesson 5 | VIEW | YEAR 5/6 | FOOTBALL Lesson 6 | VIEW |
| | | | | FOOTBALL Lesson 8 | VIEW |

Sequenced lesson plans to enable teachers to teach lessons expertly and in a clear, sequential manner to enable children to know more, remember more and therefore do more in PE.

Angram Bank's PE Key Concepts

Every child will become confident with the key concepts in PE. Each concept will be further developed in each key stage at the appropriate depth. These concepts will be developed across our lesson plans and are woven through the our progression document and progressive skill ladders.



Angram Bank PE Map

| | Autumn | | Spring | | Summer | |
|-----|----------------------------|----------------------|---------------|---------------------|---------------------|--------------------|
| FS1 | Introduction to PE: Unit 1 | Fundamentals: Unit 1 | Dance: Unit 1 | Gymnastics: Unit 1 | Ball Skills: Unit 1 | Games: Unit 1 |
| FS2 | Introduction to PE: Unit 2 | Fundamentals: Unit 2 | Dance: Unit 2 | Ball Skills: Unit 2 | Games: Unit 2 | Gymnastics: Unit 2 |
| Y1 | Fundamentals | Gymnastics | Dance | Ball Skills | Striking & Fielding | Net & Wall |
| | Team Building | Yoga | | Sending & Receiving | Athletics | |
| Y2 | Fundamentals | Fitness | Dance | Target Games | Athletics | Invasion |
| | Team Building | Gymnastics | Ball Skills | | | |
| Y3 | Ball Skills | Gymnastics | Dance | Handball | OAA | Rounders |
| | Fundamentals | Yoga | | | Athletics | |
| Y4 | Basketball | Gymnastics | Dance | Football | Cricket | Tennis |
| | Fitness | | | OAA | Athletics | |
| Y5 | Swimming | Swimming | Swimming | Tennis | Cricket | OAA |
| | Volleyball | Dance | Dodgeball | NFL Flag Football | Athletics | |
| Y6 | Football | Dodgeball | Handball | NFL Flag Football | Tag Rugby | Rounders |
| | | | | | | |

Foundation Stage

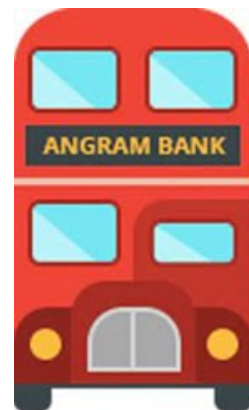
Physical Development

Our high-quality early years curriculum is designed to lay the foundations of skills needed to support them in their physical development. We believe that physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Our curriculum provides opportunities for children to develop their gross and fine motor skills that are incrementally throughout early childhood, starting with sensory explorations, crawling and play. Fine motor control and precision helps with hand-eye co-ordination, which later links to early literacy.

This enables all children to become confident learners.

We create games and provide opportunities for play both indoors and outdoors, we support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Our curriculum promotes healthy practises for both physical and mental well-being. We encourage all children to lead a healthy lifestyle including oral hygiene.



PE - The National Curriculum

Purpose of study

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.

Aims

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

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 2021/2022 - Swimming will be taught in Years 5 and 6 due to the year 6 cohort missing lessons due to the COVID pandemic.*

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.