

Curriculum Statement:

Statement of Intent

At St Joseph’s Catholic Primary School, we recognise the importance of physical activity, and we aim to provide a PE curriculum that pupils from Nursery to Year 6 not only enjoy but one that also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides 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. We are fully committed to achieving to the aims of the national curriculum for physical education to ensure that all children:

- 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
- develop competency and knowledge of water safety
- Engage and have an understanding of diversity on a local, national and global level

Statement of Implementation

Children are taught twice a week by both teaching staff from Nursery to Year 6 and Primary Sports and Education Ltd. The curriculum is further enhanced by participation in numerous sporting tournaments with South Dartmoor Partnership, other schools (in the local area and Plymouth CAST) and after school clubs. All children participate in at least 2 formal PE sessions each week and our approach to teaching and learning in PE ensures that:

- pupils have fun and experience success.
- pupils have the opportunity to participate in P.E at their own level of development.
- lessons build upon the learning and skill development of the previous years, helping pupils to secure and build on a wide range of skills.
- pupils can understand and apply rules.
- pupils experience positive competition and develop good sporting attitudes.
- pupils experience activities which build character and help to embed values such as perseverance, fairness and respect.
- pupils learn in a safe environment and are confident in using a range of equipment.
- pupils have a foundation for lifelong physical activity.
- pupils understand the importance of daily physical activity for their physical and mental wellbeing.
- pupils are encouraged to use and reflect upon their Christian values (Aspire, Flourish & Achieve) skills during PE lessons, ensuring that they learn crucial learning skills alongside sporting skills and knowledge.

Statement of Impact

The approach to curriculum at St Joseph’s Catholic Primary School results in a fun, engaging, high-quality Physical Education, that provides children with the foundations needed for living healthy, active lives. P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. Our high-quality physical education curriculum inspires our children to succeed and excel in competitive sport and other physically demanding activities. Pupil voice is used to further develop the PE curriculum, through questioning of pupil’s views and attitudes to PE and physical activity to support the children’s enjoyment and to motivate learners. Children love participating in PE lessons at St Joseph’s Catholic Primary School and relish the opportunity to take part in competitive activities. Assessments are undertaken at the beginning and end of each teaching unit (which use the skills below) and these demonstrate that children are improving in their PE skills, knowledge and understanding.

NC Objectives

NURSERY AND EYFS

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

- By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.
- Repeated and varied opportunities to explore

Key Stage One

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 Two

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.

and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
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NC Strand	Nursery	Reception	1	2	3	4	5	6
Multiskills	<p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - running - crawling - hopping - walking - skipping - jumping - climbing <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. <p>ELG Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p>Use underarm throwing and rolling skills and simple collecting and receiving skills accurately</p> <p>Play simple games with a partner and describe basic rules</p> <p>Intercept, stop and retrieve bean bags and large balls with consistency</p> <p>Throw hit and kick balls in a range of ways depending on the needs of the game</p>					

		<ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 						
Dance	Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Copy, explore and remember basic movements and body patterns.</p> <p>Link simple movements to sounds and music.</p> <p>Respond to a range of stimuli.</p> <p>Perform a series of simple movements and actions.</p> <p>Demonstrate increasing rhythmic accuracy.</p> <p>Select appropriate movements to support different dance ideas and repeat short dance phases and simple dances.</p>	<p>Perform an increasing range of movements and actions with control and expression.</p> <p>Demonstrate an increasing awareness of phrasing and music.</p> <p>Select movements that demonstrate an understanding of mood and feeling.</p> <p>Repeat dance phrases and simple dances with accuracy and control.</p> <p>Explore, improvise and combine ideas and movements effectively and perform with an awareness of rhythm and expression.</p> <p>Improvise freely alone/with a partner translating ideas from stimuli and create and link movements, dance phrases and motifs.</p>	<p>Rehearse, refine and repeat short dance sequences with style and artistic attention.</p> <p>Perform to an accompaniment expressively and sensitively.</p> <p>Use an increasing range of complex composition principles to create dances.</p> <p>Create and structure motifs, phrases, sections and whole dances.</p> <p>Show a good understanding of musical structure, rhythm and mood.</p>			
Gymnastics			<p>Copy and explore basic movements with some control and coordination.</p> <p>Perform different body shapes.</p> <p>Perform at different levels.</p> <p>Perform a 2 footed jump.</p> <p>Use equipment safely.</p> <p>Balance with some control.</p> <p>Link 2-3 simple movements.</p>	<p>Explore and create different pathways and patterns.</p> <p>Use equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence.</p>	<p>Work independently and with others to create a sequence.</p> <p>Copy, explore and remember a variety of movements and use these to create their own sequence.</p> <p>Describe own work using simple gymnastics vocabulary.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Begin to show flexibility in movements.</p> <p>Begin to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Link skills with control, technique, coordination and fluency.</p> <p>Understand composition by performing more complex sequences.</p> <p>Begin to use gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Create sequences using various body shapes and equipment.</p> <p>Combine equipment with movement to create sequences.</p>	<p>Select and combine skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Use more complex gymnastics vocabulary to describe how to improve and refine performances.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Link skills with control, technique, coordination and fluency.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Analyse and comment on skills and techniques and</p>

							<p><i>Understand composition by performing more complex sequences.</i></p>	<p><i>how these are applied in their own and others' work.</i></p> <p><i>Develop strength, technique and flexibility throughout performances.</i></p>
Athletics			<p><i>Run at different speeds.</i></p> <p><i>Jump from a standing position.</i></p> <p><i>Perform a variety of throws with basic control.</i></p>	<p><i>Change the speed and direction whilst running.</i></p> <p><i>Jump from a standing position with accuracy.</i></p> <p><i>Perform a variety of throws with control and coordination.</i></p> <p><i>Use equipment safely</i></p>	<p><i>Begin to run at speeds appropriate for the distance.</i></p> <p><i>Perform a running jump with some accuracy.</i></p> <p><i>Perform a variety of throws using a selection of equipment.</i></p> <p><i>Use equipment safely and with good control.</i></p>	<p><i>Begin to build a variety of running techniques and use with confidence.</i></p> <p><i>Perform a running jump with more than one component. e.g. hop skip jump (triple jump).</i></p> <p><i>Demonstrate accuracy in throwing and catching activities.</i></p> <p><i>Describe good athletic performance using correct vocabulary.</i></p>	<p><i>Begin to record own and other's performances, and evaluate these.</i></p> <p><i>Demonstrate accuracy and confidence in throwing and catching activities.</i></p> <p><i>Describe good athletic performance using correct vocabulary.</i></p>	<p><i>Use and apply effectively a range of different throwing techniques.</i></p> <p><i>Take part in a wide range of athletic events confidently.</i></p> <p><i>Show good control, speed, stamina, strength and pacing.</i></p> <p><i>Adapt skills and techniques to different challenges and equipment</i></p>
Invasion games				<p><i>Use a range of throwing and catching skills with control to keep possession and score points/goals</i></p> <p><i>Be aware of space and members of the opposition</i></p> <p><i>Use a variety of simple tactics for</i></p>	<p><i>Use different techniques for passing, controlling, dribbling and shooting within a game</i></p> <p><i>Mark opponents and support players in defence</i></p> <p><i>Identify tactics to help the team keep possession of the ball and</i></p>	<p><i>Use different techniques confidently for passing, controlling, dribbling and shooting within a game</i></p> <p><i>Use a range of tactics to attack and defend</i></p> <p><i>Interpret the rules of</i></p>	<p><i>Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting within a game</i></p> <p><i>Use marking, tackling and interception to improve defence</i></p> <p><i>Apply principles of team play to</i></p>	<p><i>Use a wide range of good quality skills effectively</i></p> <p><i>Make and apply a range of decisions quickly and appropriately in games</i></p> <p><i>Choose skills and tactics that meet the needs of the game situation</i></p>

				<p><i>attacking and keeping possession</i></p> <p><i>Understand basic principles of defending and attacking</i></p> <p><i>Accurately follow an increasing number of rules</i></p>	<p><i>take it to the oppositions end</i></p> <p><i>Demonstrate a secure understanding of the rules of different games</i></p>	<p><i>different games</i></p> <p><i>Begin to describe and evaluate different skills and techniques used in games</i></p>	<p><i>keep possession and score points/goals</i></p> <p><i>Understand the position they are playing and how to contribute when attacking and defending</i></p> <p><i>Apply rules consistently and fairly</i></p>	<p><i>Play in both attacking and defensive positions effectively, and take responsibility for judgements and decision making in game play</i></p>
<i>Striking and Fielding</i>				<p><i>Use with increasing accuracy underarm and overarm throwing and hitting skills</i></p> <p><i>Track, intercept, stop and catch balls and bean bags</i></p> <p><i>Begin to understand and follow the rules of simple games</i></p>	<p><i>Use with increasing accuracy underarm and overarm throwing and hitting skills</i></p> <p><i>Track, intercept, stop and catch balls, showing anticipation of where they will go</i></p> <p><i>Demonstrate an awareness of what is going on around them and start to understand tactics within a game</i></p> <p><i>Understand and apply the rules of simple games</i></p>	<p><i>Hit a bowled ball with intent and force</i></p> <p><i>Use a range of fielding skills with control and consistency</i></p> <p><i>Make good tactical decisions quickly within a game</i></p> <p><i>Identify strengths and suggest practises to help improve skills</i></p> <p><i>Describe the features of successful game play.</i></p> <p><i>Understand and apply a range of rules</i></p>	<p><i>Bat, bowl and field with control, showing demonstrating a range of effective techniques</i></p> <p><i>Use and adapt a range of individual and team tactics when batting and fielding</i></p> <p><i>Identify strengths and weaknesses and devise practises that lead to improvement</i></p> <p><i>Apply a range of rules consistently and fairly</i></p>	<p><i>Bat bowl and field with control selecting and applying a range of increasingly complex techniques and skills</i></p> <p><i>Take a leading role in games and have an impact</i></p> <p><i>Identify how team and individual tactics are being varied and anticipate the impact this will have on the game</i></p> <p><i>Evaluate and suggest improvements for own and others batting, bowling and fielding skills, devising practises that lead to improvement and explaining these in increasing detail</i></p>
<i>Net / Wall</i>					<p><i>Hit a ball with basic control, using both forehand and backhand technique</i></p> <p><i>Send and receive a ball using a range of techniques and skills accurately</i></p> <p><i>Choose and use a range of simple tactics</i></p> <p><i>Understand and apply simple rules</i></p>	<p><i>Play forehand and backhand strokes demonstrating the correct technique</i></p> <p><i>Know where to stand on court and demonstrate an understanding of simple principles of attacking and defending</i></p> <p><i>Understand and apply rules fairly</i></p>	<p><i>Demonstrate good positional awareness and move around the court effectively to return opponent's shots</i></p> <p><i>Play attacking and defensive forehand and backhand strokes</i></p> <p><i>Serve accurately to begin a game</i></p> <p><i>Choose and apply tactics for attacking and defending effectively</i></p>	<p><i>Demonstrate good positional awareness and tactical understanding to move around the court efficiently to return opponent's shots</i></p> <p><i>Begin to use an increasing range of strokes (volley, drop shot lob) to gain an advantage over an opponent</i></p> <p><i>Serve with increased</i></p>

							<i>Understand and apply rules fairly and consistently</i>	<i>power and accuracy to begin a game</i> <i>Understand and apply different tactics for defending and attacking in game play and show good decision making</i>
<i>Outdoor and Adventurous Activities</i>					<i>Develop listening skills</i> <i>Listen to instructions from a partner/ adult</i> <i>Begin to think activities through and problem solve with support</i> <i>Discuss and work with others in a group</i> <i>Demonstrate an understanding of how to stay safe</i>	<i>Develop strong listening skills</i> <i>Use simple maps</i> <i>Begin to think activities through and problem solve</i> <i>Choose and apply strategies to solve problems with support</i> <i>Discuss and work with others in a group</i> <i>Demonstrate an understanding of how to stay safe</i>	<i>Develop strong listening skills</i> <i>Use and interpret simple maps</i> <i>Think activities through and problem solve using general knowledge with support</i> <i>Choose and apply strategies to solve problems with support</i> <i>Discuss and work with others in a group</i> <i>Demonstrate an understanding of how to stay safe</i>	<i>Develop strong listening skills</i> <i>Use and interpret an increasing range of simple maps</i> <i>Think activities through and problem solve using general knowledge</i> <i>Choose and apply strategies to solve problems</i> <i>Discuss and work with others in a group</i> <i>Demonstrate an understanding of how to stay safe</i>
<i>Swimming</i>					<i>Swim 10m unaided in shallow water using one stroke</i> <i>Kick legs from the hip and identify when this needs improvements</i> <i>Put face in water and blow bubbles</i> <i>Enter and exit water safely and remain safe around water</i> <i>Explain what dangers to identify in water</i>	<i>Swim between 10m and 20m unaided in shallow water, using one stroke</i> <i>Use floats to swim longer distances with a more controlled kick</i> <i>Join in all Swimming activities confidently</i> <i>Put face under the water and blow bubbles (begin to do this whilst swimming)</i> <i>Explore how to move in and under water</i> <i>Recognise how Swimming affects breathing</i>	<i>Begin to Swim 10m to 15m unaided using a stroke of choice</i> <i>Put face in water and breath correctly when Swimming in one identifiable stroke</i> <i>Use a float to aid their Swimming and confidence in deeper water</i> <i>Use a float to develop leg and arm techniques</i> <i>Begin to explain how to keep safe whilst in Water and what dangers should be identified</i>	<i>Swim 25m unaided in Water using one stroke of choice</i> <i>Use two different strokes Swimming on both front and back</i> <i>Control breathing in Water</i> <i>Swim confidently and fluently both on the surface and under the Water</i> <i>Explain how to remain safe in Water and what to do if you or someone nearby gets into difficulty – WATER SAFETY</i>

					<i>Identify and describe differences between different leg and arm actions</i>		
					<i>Understand Water can be dangerous and repeat what to do when in difficulty</i>		