



love the journey

Curriculum Implementation 2023-24

Primary

LCA Strand	Technology, Enterprise & Sport
Subject	PE

What are the key concepts taught?	<p>Across KS1 and KS2:</p> <ul style="list-style-type: none">• Dance• Fundamental games and skills• Gymnastics including balance, flight, matching and mirroring, stretching, curling and arching, use of limbs and counter balance/tension• Indoor athletics• Outdoor adventurous activities and orienteering• Table tennis• Short tennis and tennis• Athletics
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What is the sequencing of units?	<p><u>EYFS Physical Development</u></p> <p>Unit 1 – Fundamental Skills Unit 2 – Dance Unit 3 – Gymnastics Unit 4 – Throwing and Catching Unit 5 – Kicking and Hitting with a bat Unit 6 – Athletics / Sports Day</p> <p>These topics will include:</p> <p>Revise and refine the fundamental movement skills of rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving with developing control and grace.</p> <p>Develop the overall body strength, coordination and balance. Develop small motor skills e.g. paintbrushes.</p> <p>Confidently and safely use a range of large and small apparatus. Developing ball skills.</p>
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Chapter 1:

- Unit 1 – Dance
- Unit 2- Gymnastics: Travelling & Balance
- Unit 3 – Fundamental Games
- Unit 4 – Developing Partner Work
- Unit 5 – Athletics
- Unit 6 – Short tennis

Chapter 2:

- Unit 1 – Fundamental Games
- Unit 2- Dance
- Unit 3 – Gymnastics: Parts high & parts low
- Unit 4 – Fundamental Group Games
- Unit 5 – Athletics
- Unit 6 – Short tennis

Chapter 3:

- Unit 1 – Fundamental Skills
- Unit 2- Indoor Athletics
- Unit 3 – Gymnastics: Pathways
- Unit 4 – Gymnastics: Stretching, curling and arching
- Unit 5 – Athletics
- Unit 6 – Tennis

Chapter 4:

- Unit 1 – Gymnastics: Balance
- Unit 2- Indoor Athletics
- Unit 3 – Gymnastics
- Unit 4 – Outdoor Adventurous Activities
- Unit 5 – Athletics
- Unit 6 – Tennis

Chapter 5:

- Unit 1 – Indoor Athletics
- Unit 2- Gymnastics: Flight
- Unit 3 – Gymnastics: Functional use of the limbs
- Unit 4 – Orienteering
- Unit 5 – Athletics
- Unit 6 – Tennis

Chapter 6:

- Unit 1 – Indoor Athletics
- Unit 2- Gymnastics: Matching and Mirroring
- Unit 3 – Gymnastics: Counter balance & counter tension
- Unit 4 – Table tennis
- Unit 5 – Athletics
- Unit 6 – Tennis

How do we encourage pupils to see the links between different units and concepts?

Pupils explore and extend their skills across topics eg. Dance; Indoor Athletics; Gymnastics as they cover and review them during each key stage.

Gymnastics skills are built on during each topic and previous skills are revised.

	<p>Athletics skills are reviewed each year with pupils reflecting on their achievements and understanding from the year before while being given the opportunity to improve these.</p> <p>Pupils are given opportunities to develop new skills and concepts individually and competitively within PE lessons, Games lessons and competitions out of school.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<ul style="list-style-type: none"> • SEND pupils are supported and encouraged to complete tasks to their own ability. Tasks are differentiated to provide support and challenge. • Challenge opportunities for More Able pupils and suggestions of adaptations of tasks are built into every lesson plan. • Tasks and specific skills are broken down into smaller sections. • All children are given opportunities to be part of school teams based on their ability in the subject, regardless of their successes in other curriculum subjects. • Equipment and resources are reviewed and selected to support the learning.
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Key subject specific vocabulary is taught and used to question the children's understanding throughout each unit. • Opportunities for peer and self-assessment are included in planning. • Children are given the chance to model skills learnt to their peers.
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Following on from each progress point, pupils are given opportunities to consolidate and improve specific skills that overlap different topics.</p> <p>Pupils are encouraged to build on skills and targets throughout the year groups as they revisit topics and develop skills further.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>PE is predominantly an oral and physical subject.</p> <p>Reading is part of the Y4 Unit 'Outdoor Adventurous Activities' and Y5 Unit 'Orienteering' where children have to read signs, interpret maps and understand basic orienteering skills eg. direction.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p>Literacy: Subject specific vocabulary; map reading and direction skills</p> <p>Numeracy:</p>
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Score keeping; counting how many times; measuring distance/length/height; symmetry and asymmetry.

Oracy:

Children constantly interact orally with each other during game playing and cooperating in groups

SMSC:

Learning to take turns; winning and losing; supporting team and class members