

Hook Junior School Whole School PE Curriculum Overview

Aims

Hook Junior School provides a balanced PE curriculum enabling pupils to:

- Know how to lead healthy and active lives, understanding why this is important.
- Understand what happens to our body when we exercise
- Develop control and a broad range of skills to be used in a variety of sporting activities
- Create actions and sequences by linking skills and movements
- Develop communication, collaboration and social development through working individually and in a group dynamic
- Have the confidence and motivation to participate in challenging and competitive sports
- Enjoy physical activity and encourage the children to take part in extra-curricular activities to promote a lifelong participation in physical activity and sport

National Curriculum

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

YEARLY

Year 3	Year 4	Year 5	Year 6
TITLE/S	TITLE/S	TITLE/S	TITLE/S
<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - 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] - compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - 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] - compare their performances with previous ones and demonstrate improvement to achieve their 	<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - 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] - compare their performances with previous ones and demonstrate improvement to achieve their 	<p style="text-align: center;">NC areas of focus</p> <ul style="list-style-type: none"> - 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] - compare their performances with previous ones and demonstrate improvement to achieve their personal best

		personal best	personal best	
Concepts	Unlinked	Unlinked	Unlinked	Unlinked
Prior Knowledge				
Knowledge	<p>Recognise and describe the short term effects of exercise on the body during different activities know the importance of suppleness and strength. That different distances require different running speeds. How to make some recordings in athletics.</p> <p>Know that different invasion games have different rules. Know that tactics and teamwork are important for invasion games.</p> <p>Continually exposed to the vocabulary below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Can recognise there are different styles of running, jumping and throwing. Can tell the difference between sprints and middle distance. Can explain the aim of a field event. That a relay race involves a team and you have to pass a baton.</p> <p>That invasion games often involve attack and defence and communication between team members.</p> <p>Begin to explain the different types of strength below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>Know and understand the basic principles of warming up and why it is important for good quality performance</p> <p>Need to take off and land appropriately for safety. Why and how to sustain pace when running. That control is important for developing performance.</p> <p>Have confident knowledge of the rules of different invasion games Understand the basic principles for attacking and defending.</p> <p>That being safe in the water is important and how to do this. Being able to choose an appropriate stroke based on the situation.</p> <p>Can explain the different types of strength below and why</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring 	<p>That warming up and cooling down are important. That exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>Need for control in movements.</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>How to use different resources</p> <p>How to communicate, collaborate and compete with each other.</p> <p>Develop basic principles for attacking and defending.</p> <p>Can confidently explain different types of strength and how they can apply to other sports</p> <ul style="list-style-type: none"> - Power strength: required to produce fast movements - Isometric strength: required to hold static parts - Maximum strength: show strong, slow moving parts - Endurance strength: repeat element many times in training - Cardiovascular fitness: perform full routines easily without tiring

<p style="text-align: center;">Skills (Invasion Games)</p>	<p>Start applying coordination to skills by linking them</p> <p>Can explore different ways of passing and receiving.</p> <p>Show control and accuracy with the basic actions for striking a ball and kicking.</p> <p>Can send a ball towards a target.</p> <p>Can strike a ball using a variety of equipment.</p> <p>Begin to communicate with teammates during a game</p> <p>Work in a group to develop a game</p> <p>As a group can select appropriate resources with minimal adult support</p>	<p>Show co-ordination and control of skills with increasing fluency</p> <p>Good understanding of principles of tactics, and begin to apply them</p> <p>Applying basic skills for attacking and defending</p> <p>Beginning to show understanding of need to intercept and take control of the ball during invasion game</p> <p>Begin to make suggestions about what they could change to improve their skills</p> <p>Work in pairs to develop a game</p> <p>As a group or pairs can select appropriate resources with minimal adult support</p> <p>Beginning to watch others to see what is successful</p> <p>Good communication during a game</p>	<p>Fluent co-ordination and control of skills</p> <p>Use running, jumping, throwing and catching in isolation and combination</p> <p>Confident in principles of tactics and applying them</p> <p>Consolidating skills for attacking and defending</p> <p>Able to take part in competitive games due to tactical awareness</p> <p>Can find own resources independently with some understanding of differentiation to develop a game</p> <p>Confidently make suggestion about how to improve their skills</p> <p>Strong communication during a game</p>	<p>Use running, jumping, throwing and catching skills in isolation and combination with increased degree of success.</p> <p>Confidently suggest how to improve own skills and those of others</p> <p>Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Can play in attack or defence correctly using knowledge</p> <p>Fluent co-ordination and control enabling them to maintain possession in game situations</p> <p>Consistent understanding of need to intercept/take possession of ball during invasion game and demonstrate across a range of games</p> <p>Able to adapt a game independently</p> <p>Able to differentiate resources in own games based on reading ability</p> <p>Strong continual communication during a game</p>
<p style="text-align: center;">Skills (Athletics)</p>	<p>Run at speeds appropriate for the distance. <i>e.g. sprinting and cross country.</i></p> <p>Can perform a running jump with some accuracy and land safely.</p> <p>Performs a variety of throws using a selection of equipment e.g. pulling, pushing, and slinging (preparation for javelin, shot put and discus).</p> <p>Make some recordings.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Able to show fast and slow running styles, can walk through relay change overs.</p> <p>Can perform a running jump with more than one component and land appropriately. <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing activities using a variety of throws.</p> <p>Beginning to record peers performances.</p> <p>With guidance, can set realistic targets when throwing.</p>	<p>Build a variety of running techniques and use with confidence.</p> <p>Sustain and vary running pace over longer distances showing an appropriate technique.</p> <p>Perform combinations of jumps e.g. hop, step, jump, showing control and consistency, landing appropriately.</p> <p>Demonstrates accuracy and confidence in some throwing activities.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Sets realistic targets for self when throwing.</p> <p>Describes athletic performance using correct vocabulary.</p>	<p>Confident use a variety of running techniques.</p> <p>Demonstrate a range of jumps showing power and control and consistency both at take-off and landing.</p> <p>Demonstrates accuracy and confidence in a variety of throwing and catching activities.</p> <p>Can select appropriate ways of recording.</p> <p>Sets realistic targets for self when throwing over increasing distance.</p> <p>Evaluate own athletic performance using correct vocabulary.</p>

<p style="text-align: center;">Skills (Swimming)</p>			<p>Can use a range of strokes, including front crawl, backstroke and breaststroke. Can perform safe self-rescue in different water-based situations. Can swim competently and proficiently with confidence over at least 25metres. Evaluate their own swimming to identify what needs improving. Choose appropriate strokes and equipment based on situation e.g. time or distance pressure.</p>	
<p style="text-align: center;">Understanding</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Understand that different distances require different running speeds and why. Beginning to understand the notion of recording distances or times.</p> <p>Some understanding of principles of tactics, and begin to apply them Developing understanding of different rules of invasion games</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform.</p> <p>Importance of accuracy. Beginning to understand the importance of using arms as well as legs when running.</p> <p>Developing understanding of different rules of invasion games Understanding that team invasion games involve attacking and defending. Understand that watching others can help to improve</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>	<p>Understand that we warm up to prevent injury, to get oxygenated blood to our muscles. Understand why physical activity is good for their health.</p> <p>What running technique works for them. The importance of evaluation in improving performance. How to combine jumps</p> <p>Confident in principles of tactics and applying them</p> <p>Consistent understanding of need to intercept/take possession of ball during invasion game Understand how to link movements and why during invasion games</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>	<p>Understand that warming up and cooling down are important to prevent injury and prepare the body.</p> <p>Understand why exercise is good for health, fitness and wellbeing and how to become healthier themselves</p> <p>Carry out warm ups safely and effectively</p> <p>Understand the need for control when taking off and landing. Different events require different type of recoding.</p> <p>Understand the need to communicate with your teams. Understand how to attack and defend, and how these may be different. Consistent understanding of need to intercept/take possession of ball during invasion game and demonstrate across a range of games Understand the rules of different invasion games and how to referee.</p> <p>Understanding of why we have rules in games and how that is linked to fairplay. Understand the importance of respect and sportsmanship, and how to incorporate that into gameplay.</p>
<p style="text-align: center;">Protected Characteristics, Character Virtues and British Values</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>	<p>Age, Disability, Gender, Race</p> <p>Individual liberty, democracy, respect</p>

Safeguarding in the curriculum	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win 	<ul style="list-style-type: none"> ▫ understand the importance of keeping healthy/well-being/physically and mentally ▫ recognise that everyone is different and the importance of developing a positive body image ▫ move safely and apply skills in a physical space with an awareness of others ▫ show respect to all referees and judges and staff who are making decisions based on their observations and knowledge ▫ set personal goals and encourage others to achieve theirs ▫ work in teams and encourage others to play a positive role in games physical challenges ▫ select team members fairly and be inclusive to everyone ▫ develop positive self-care and organisational skills ▫ manage emotions including anger and disappointment when not being able to win
Key Vocabulary	Heart, heartbeat, blood, breath, muscle Sprint, long distance, jump, running jump, record, throw. Send/throw, receive/catch, tactic, teamwork, communication, target Respect, fair play, sportsmanship	Heart, heartbeat, blood, breath, lungs, oxygen, muscles Lane, baton, relay, accuracy, target, Communication, coordination, attack, defend, intercept, improve, evaluate Respect, fair play, sportsmanship	Warm up, muscles, oxygen, blood, injury. Front crawl, breast stroke, back stroke, water safety, breath, self-rescue. Control, technique, accuracy, realistic target, evaluate, pace, Intercept, possession, invasion, attack, defend, combine, co-ordination, control, skill, resources Respect, fair play, sportsmanship	Warm up, cool down, prepare, muscles, oxygen, injury, wellbeing, healthy, healthier. Control, power, accuracy, distance, take off, landing, evaluation Possession, intercept, referee, communicate, coach, evaluate, attack, defend, tactics, control, skill, resources, Respect, fair play, sportsmanship

Throughout all teaching of PE please ensure you are linking vocabulary and skills to other areas of the subject, encouraging children to spot similarities and differences between sports/activities or muscles used.

Global citizenship in PE

- Where sports were invented and now where they are played to look at the spread
- Developing cooperation and highlighting the importance of teamwork
- Promote a sense of fair play and mutual respect – what to do when conflict arises. Maybe look at the sport of rugby as a good example instead of football
- Provide opportunities to challenge cultural, gender and racial stereotypes
- Participation or knowledge of global events, tracking results e.g. Rugby world cup