

**Physical Education Statement of Intent:**

We aim to provide a PE curriculum that allows them to experience a range of activities that help them to

- Develop their health, fitness and wellbeing.
- Inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.
- Provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Implementation:**

PE at Walcott Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met using the Val Sabin scheme of work as well as Lincoln City Football Club. Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available each day and children can attend after school sport clubs three evenings per week. Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities.

**Subject Knowledge****Process Knowledge or key skills**

Class 2 Year A	Games	Athletics	Gymnastics	Dance	Outdoor adventure.
	<p><b>Perform in a coordinated and control manner a range of send, receiving and travelling with ... skills.</b></p> <p><b>Apply the skills in a variety of simple games.</b></p> <p><b>Make choices about appropriate targets, space and equipment</b></p> <p><b>Observe, copy and play games then alter rules to make the game better.</b></p> <p><b>Recognise what is successful.</b></p> <p><b>Recognise how their body feels when playing games.</b></p> <p><b>Send a ball and range of equipment by sliding, pushing, rolling, bouncing, throwing, kicking and striking.</b></p>	<p><b>Begin to develop running, jumping and throwing skills in a coordinated and controlled manner.</b></p> <p><b>Begin to understand basic athletic tactics by starting to vary the way they respond to different situations</b></p> <p><b>Begin to recognise how their work is similar and different from others.</b></p> <p><b>Use their understanding to improve their own performance</b></p> <p><b>Give reasons why warming up before an activity is important.</b></p> <p><b>Run fast over a short distance and stay in line.</b></p> <p><b>Carry or dribble different equipment as they move.</b></p> <p><b>Change direction and speed with control.</b></p>	<p><b>Demonstrate a range of actions for basic skills showing control, co-ordination and consistency both on the floor and using apparatus.</b></p> <p><b>Choose appropriate movements or skills they have learned and link them creatively.</b></p> <p><b>Describe actions that they and others are doing.</b></p> <p><b>Recognise and describe how their bodies feel when fully extended.</b></p> <p><b>Travel confidently and completely on different parts of the body, including hands and showing different shapes.</b></p> <p><b>Bounce, hop, spring, jump and land using a variety of take-offs and landings.</b></p>	<p><b>Acquire and develop specific dance skills in relation to dance ideas.</b></p> <p><b>To remember and repeat movement phrases and patterns with some level of control and co-ordination.</b></p> <p><b>Select and apply the dance skills by making appropriate choices in relation to a dance idea.</b></p> <p><b>Evaluate and improve performances by identifying, recognizing and describing movement.</b></p> <p><b>Recognise health and fitness as important to enable them to participate in dance.</b></p> <p><b>Explore sections in response to stimuli.</b></p>	

	<p>Gather a ball or piece of equipment with hands, feet, other body parts or an implement.</p> <p>Travel with a ball or piece of equipment by carrying, balancing, pushing, tapping bouncing or by dribbling with hands, feet or an implement.</p> <p>Sustain concentration and practice to improve and perform with more confidence.</p> <p>Repeat and use the skills with co-ordination and control in a variety of co-operative and competitive games.</p> <p>Show a good awareness of others in running, chasing and avoiding games.</p> <p>Create games as an individual or pairs.</p> <p>Understand the importance of rules and play within them.</p> <p>Change the rules of a game to make it better.</p> <p>Combine skills e.g. dribble and kick.</p> <p>Develop some tactics and use appropriate ones to suit different situations.</p> <p>observe, demonstrate and copy someone else's games.</p> <p>Use what they have learnt to improve their skills.</p> <p>Understand and describe changes to their heart rate when playing different games.</p> <p>Move safely and actively about the space.</p>	<p>Understand that arm action and leg drive are important when running fast.</p> <p>Recognise and be able to show different types of throw i.e. push, pull and fling.</p> <p>Demonstrate different take-offs and landings when jumping and explain how to land safely.</p>	<p>Rotate and twist on different body parts and roll sideways and forwards.</p> <p>Hold a still, balanced position on large or small body parts or combination of them.</p> <p>Use space and apparatus safely.</p> <p>Lift, carry and effect their own apparatus in small groups.</p> <p>Plan sequences or patterns of 3 or more movements which they remember and repeat.</p> <p>Show sequences with clear beginning, middle and end.</p> <p>Demonstrate contrasts in level, speed and shape.</p> <p>Perform a limited range of skills with a partner on the floor to apparatus using simple relationships such as follow my leader.</p> <p>Observe and copy movements of others.</p> <p>Use observations to practice and improve.</p> <p>Use understanding to adapt work safely from floor to apparatus.</p> <p>Be active throughout the lesson and willing to practice.</p>	<p>Know and perform the basic dance actions.</p> <p>Go and stop in control and perform body actions with some control and co-ordination.</p> <p>Copy, remember and repeat simple dance phrases.</p> <p>Explore ideas, moods and feeling.</p> <p>Improvise to an idea and show some sensitivity to accompaniment.</p> <p>Explore a range of movements suitable to the idea.</p> <p>Choose and link appropriate actions to make short dance phrases and simple structures.</p> <p>Work in pairs using simple partner relationships and compositional skills.</p> <p>Observe each other and themselves dancing.</p> <p>Understand some historical and cultural issues in dance.</p> <p>Describe dance phrases and expressive qualities.</p> <p>Say what they like and dislike.</p>	
Class 3	Games	Athletics	Gymnastics	Dance	Outdoor adventure.
Year 3 and 4	<p>Keep up a continues game using a range of throwing and catching.</p> <p>Use a small range of basic racquet skills.</p> <p>Choose a range of simple attacking and defending tactics.</p>	<p>Demonstrate running, jumping and throwing skills in a coordinated and controlled manner.</p> <p>Show that they understand basic athletic tactics by starting to vary the way they respond to different situations</p>	<p>Know and use increased range of skills both on the floor and on apparatus showing greater control and accuracy.</p> <p>Select appropriate skills and movement to plan and create sequences.</p>	<p>Acquire and develop specific dance skills in relation to dance ideas.</p> <p>Skills should be performed with appropriate quality and control.</p> <p>Select and apply appropriate movements for dance ideas.</p>	<p>Subject Knowledge</p> <p>Process Knowledge or key skills</p>

	<p>Talk about what they and others do well and recognise things they could improve and make better.</p> <p>Watch and describe others performances as well as their own.</p> <p>Demonstrate a range of striking, throwing and receiving skills with some control.</p> <p>Successfully choose and vary skills to suit a situation in a game.</p> <p>Set up small games and know rules and use them fairly.</p> <p>Demonstrate an increased range of sending, receiving and traveling with ... skills and use them with some fluency and accuracy in small games</p> <p>Know the rules of the games they play.</p> <p>Recognise that being involved in games is good for health and well-being.</p> <p>Give reasons why warming up before an activity is important.</p> <p>Suggest practices that will help them and others to play better.</p> <p>Perform basic skills with control and consistency.</p> <p>Keep a game going using a range of throwing i.e. over-arm, under-arm, one handed etc.</p> <p>Adapt and refine speed and direction of the ball.</p> <p>Play games using bat or racquet, get their feet in line with the ball and their body into position.</p> <p>Choose and say why they stand somewhere to receive a ball.</p> <p>Use a range of throwing, striking and intercepting stopping skills with increasing control.</p> <p>Strike a ball with intent and when bowling, throw with accuracy.</p> <p>Select appropriate batting or throwing skills to make the game harder for their opponents.</p>	<p>Recognise how their work is similar and different from others.</p> <p>Use their understanding to improve their own performance</p> <p>Give reasons why warming up before an activity is important.</p> <p>Move consistently and smoothly when running.</p> <p>Know and demonstrate a range of throwing techniques</p> <p>Throw a range of appropriate implements with consistency and accuracy into specific target areas</p> <p>Jump with control and consistency.</p> <p>Show co-ordination when demonstrating different combinations of jumps.</p> <p>Know there are different styles of running, jumping and throwing.</p> <p>Pace and sustain their effort to maintain performance.</p> <p>Demonstrate a suitable method of shuttle relay change-over for both incoming and outgoing running.</p> <p>Watch others perform and describe specific aspects of basic techniques</p> <p>Compare and contrast performances.</p> <p>Recognise and identify times when their body temperature is cool, warm or hot.</p> <p>Understand that their body works differently in different athletic situations.</p> <p>Carry out stretching and warm up activities.</p>	<p>Recognise and describe how well a sequence has been formed.</p> <p>Recognise that gymnastic activity is a good activity for health</p> <p>Travel fluently in a variety of ways and demonstrate different pathways.</p> <p>Understand and demonstrate a change of front or direction.</p> <p>Bounce and jump to receive and transfer body weight safely.</p> <p>Rotate and roll on different body parts: in different directions showing variety of shape, size and speed.</p> <p>Balance to show specific planning shapes e.g. symmetrical and asymmetrical.</p> <p>Use space and more complex apparatus safely and co-operate in pairs and small groups</p> <p>Be responsible for the safe moving and construction of their own apparatus.</p> <p>Understand and show how to move into and form a range of skills with control.</p> <p>Identify and use planned variations in speed levels, directions and pathways</p> <p>Create sequences with a partner on floor and apparatus using a range of relationships e.g. follow my leader, side by side and travelling over and under.</p> <p>Describe and observe movements of others and self in appropriate language.</p> <p>Understand what makes a good sequence.</p> <p>Analysed and say what they like to improve their own work.</p>	<p>Link movements together and develop simple compositional dances</p> <p>Evaluate and improve own and others performances by being able to identify what makes the movement good.</p> <p>Respond imaginatively to a range of stimuli related to character and narrative.</p> <p>Perform the basic actions and dances clearly and fluently.</p> <p>Perform with expression and sensitivity to the dance idea.</p> <p>Copy, refine and repeat dance phrases and dances.</p> <p>Know how to begin to develop movement.</p> <p>Use simple motifs and movement patterns to structure dance phrases on their own, with a partner or group.</p> <p>Observe themselves and others dancing.</p>	
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	<p>Work as a team to make it harder for the better.</p> <p>Try to make things difficult for an opponent by sending the ball at different speeds and heights.</p> <p>Pass and receive with hands in a variety of ways i.e. chest pass.</p> <p>Pass and receive using a variety of techniques i.e. fast, slow, high and low.</p> <p>Change direction and speed when traveling with or dribbling the ball.</p> <p>Show increasing control and consistency in games</p> <p>Understand and play to the rules of the game.</p> <p>Lead a partner through short warm-up routines.</p> <p>Know exercise strengthen bones and muscles.</p> <p>Know that regular exercise maintains a healthy body weight.</p>				
Class 4 Year A	Games	Athletics	Gymnastics	Dance	Outdoor adventure
Year 5 and 6	<p>Understand how to attack and defend in a range of games.</p> <p>Use simple tactics for attacking well.</p> <p>Perform a range of net/ court/wall skills.</p> <p>Perform Shots with confidence and control.</p> <p>Use skills they prefer with competence and consistency.</p> <p>Perform a range of striking, fielding and bowling skills with confidence, control and accuracy in specific small sided or modified games.</p> <p>Play within the rules of the game, be an effective member of a team and apply basic principles.</p> <p>Understand the need for tactics.</p> <p>Start to choose and use some tactics effectively.</p> <p>Recognise their own and others strengths and weaknesses in</p>	<p>Perform running, jumping and throwing skills with precision, control and fluency.</p> <p>Organise and manage themselves when practicing in a group or running in a relay.</p> <p>Identify good athletic performance and explain in appropriate language why it is good.</p> <p>Explain and apply basic safety principles in preparing for exercise.</p> <p>Describe what effects exercise has on their bodies and how it is valuable to their fitness and health.</p> <p>Sustain their pace over longer distances and choose best pace for running event.</p> <p>Throw with greater control in different styles.</p> <p>Show accuracy and good technique when throwing for distance.</p>	<p>Identify and demonstrate a wide range of skills, both on the floor and apparatus</p> <p>Use floor and apparatus in sequences with greater precision, fluency and consistency.</p> <p>Design and create imaginative sequences and develop them in more challenging circumstances.</p> <p>Observe and analyses a sequence then evaluates it using appropriate terminology and suggest ways to improve it.</p> <p>Understand the short-term effect of exercising in gymnastic activities and how to warm-up and practice safely.</p> <p>Travel fluently in a variety of ways taking weight on hands.</p> <p>Show fluency and control when performing travelling skills.</p>	<p>Acquire and develop specific dance skills in relation to a dance idea.</p> <p>Skills should be performed with greater accuracy, control and appropriate quality.</p> <p>Select and apply appropriate dance movement for dance ideas.</p> <p>Choices of dance ideas clearly communicate the intention of the dance.</p> <p>The movements should be linked together and develop using a range of simple compositional devices.</p> <p>Evaluate and improve performances.</p> <p>Recognise health and fitness as an integral part of the dance.</p> <p>Respond to a range of stimuli and accompaniment.</p> <p>Perform dance actions with increased control, co-ordination, fluency and accuracy.</p>	

	<p>games and suggest ideas that will improve performance</p> <p>Use different ways of bowling and bowl underarm accurately.</p> <p>Vary how they bowl.</p> <p>Bat effectively striking the ball in different ways.</p> <p>Field the ball with accuracy and move to get their body behind the ball.</p> <p>Hit the ball from either side of the body.</p> <p>Control the hit and direct the ball away from fielders using various angles and speeds.</p> <p>Work collaboratively in pairs, groups and small sided games.</p> <p>Use tactics which involve bowlers and fielders working together in a team.</p> <p>Judge when to run after hitting the ball.</p> <p>Throw over-arm over a good distance with some accuracy.</p> <p>Use forehand, backhand and overhead shots increasingly well.</p> <p>Use volley in games where it is important.</p> <p>Show good back-swing, follow through and feet positioning.</p> <p>Direct the ball reasonably well towards their opponent's court or target.</p> <p>Position themselves well on court.</p> <p>Recognise spaces on their opponent's court</p> <p>Know what they are successful at and what they need to practice more.</p> <p>Make up their own warm-up suitable to get ready for playing safely.</p> <p>Know which types of fitness are particularly important to the game.</p> <p>Know what clothing, footwear and equipment is most appropriate for different games.</p>	<p>Consistently perform a variety of jumps showing power and control at take-off and safe landing.</p> <p>Organise themselves safely in small groups to take turns or work as a team.</p> <p>Take different roles in the group e.g. start or judge.</p> <p>Know and understand the basic principles of relay take-overs and plan how the team should be organised.</p> <p>Co-operate and take part well in a relay event.</p> <p>Observe the performance of a partner and identify main strengths and weaknesses.</p> <p>Perform a range of warm-up activities with understanding and safely.</p> <p>Explain how warming up effectively can affect performance.</p> <p>Say why some athletic activities can improve strength, power and stamina.</p>	<p>Travel rhythmically with a partner or small group in synchronisation or canon.</p> <p>Understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands and back to feet again.</p> <p>Identify and use rotation or rolling around three different axes.</p> <p>Use balances to make holes or barriers for a partner to travel over, under or around to match mirror and contrast with a partner.</p> <p>Make linked balances with a partner and extend them by pushing or pulling against a partner in counter-balance.</p> <p>Use space and apparatus safely in twos and small groups.</p> <p>Identify and use planned variations in speed, levels, directions and pathways.</p> <p>Understand that a well-balanced sequence contains elements of all categories of movement i.e. travel, jump, turn and balance.</p> <p>Adapt, refine and develop movement and skills to work with a partner or small group.</p> <p>Work independently, or collectively in pairs or small groups, to construct, practice, evaluate and improve composition and quality of sequence of movement.</p>	<p>Perform with expression and improvise freely using a range of continuous movement and patterns.</p> <p>Perform set dances from different times, places and customs.</p> <p>Select and use a range of compositional ideas to create motifs that demonstrate their dance ideas.</p> <p>Work collaboratively in small groups to communicate a dance idea.</p> <p>Create their work in the context of a whole dance.</p> <p>Observe themselves, others and professional artists, and talk about dance with understanding.</p> <p>Use appropriate language and terminology.</p> <p>Identify and explain parts of the dance that work well.</p> <p>Recognise how costume, music and set contribute to performance.</p>	
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