



# Manor Drive Primary Academy

## Physical Education Curriculum

## Whole School Vision for PE

Our children will leave us with the ability to live the rest of their lives as healthy, free-moving individuals with a love of exercise and sport.

# Spiritual, Moral, Social & Cultural Education in PE

Spiritual education involves children developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the children to express their feelings through movement, action and transition. Our well-balanced PE curriculum gives them the opportunity to explore many sporting activities and take on different roles within sport such as a leader, coach or official. We plan to offer an extra-curricular programme, accessing local club links within the community to provide the children with additional coaching and expertise.

In terms of moral education, Manor Drive Primary children are taught the rules of activities and the reasons why they need to abide by them. They understand what fair play is. Children have the opportunity to understand how PE can influence their healthy living and lifestyle. They are challenged to increase their personal levels of fitness and to understand the benefits of this.

Social education involves children having the opportunity to work as a team, as well as reflect on feelings such as determination or enjoyment. We give children the opportunity to work together as a team and develop communication and leadership skills. Children are always encouraged to test themselves and be brave during PE lessons, we have a strong emphasis on encouraging and cheering on others.

Cultural Education in PE means children are given the opportunity to learn games from various traditions. The children at Manor Drive Primary Academy have the opportunity to learn many sporting activities, which originated in this country and outside of it. In Key Stage 2 they are given the opportunity to compete against other schools locally in a variety of sports.

# Examples Of Spiritual, Moral, Social & Cultural Education In PE

- Children reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.
- Children learning to handle success and defeat with dignity.
- Children being introduced to tactics and strategies in sport.
- Children developing their moral stance by developing a sense of fair play and positive sporting behaviour, as well as reflecting on the need for rules.
- Children becoming aware of different cultural attitudes towards aspects of physical activity.
- Children challenged to increase their personal fitness and know the importance of being healthy and active..
- Children learn that sport has rules to keep people safe as does society for the same reason.
- Children challenged to give 100% effort in lessons and see the importance of encouraging others as they should in life.
- Children are taught to believe in themselves and appreciate what they can achieve if they have a 'can do' attitude.

# Promoting British Values In PE

## Democracy

- Children understand and accept the roles of captain, vice captain, team players, coaches and officials.
- Children have opportunities to work individually and in teams, making informed choices.
- Children are fully engaged in lessons

## The Rule of Law

- Children play within the rules across sporting activities.
- Children understand the need for rules, adhere to them and can develop rules for activities that they create themselves.
- Children adhere to and understand the rules for safety of themselves and their peers.
- Children know and adhere to the rules and the social etiquette related to any type of competition.

## Individual Liberty

- Children respect individual differences and are confident to express their opinions and respect others' views
- Children are able to make judgements about their own and others' performances
- Children feel safe in curricular and extracurricular activities and during off site visits.

## Mutual Respect and Tolerance

- All children participate inclusively in an extensive range of sporting activities.
- Children respect PE equipment and school buildings/ facilities.
- Children can access competition within and outside of the school and demonstrate appropriate behaviour
- Children can solve problems on their own or with others working collaboratively.
- Children demonstrate good social skills within and outside of their friendship groups.

# Areas of Physical Education

## **Invasion**

Invasion lessons are part of our games program. In these lessons children will work on skill specific sports. They will be taught the principles of dribbling, running with the ball, passing, shooting and creating space. All of these principles can be transferred into all sports preparing them for their years to come in Physical Education.

Sports that may be used to teach these skills in this section are:

Basketball, Netball, Hockey, Football, Tag Rugby, Handball, Dodgeball

## **Striking**

Striking lessons are also part of our games program. In these lessons, children will work on skill specific sports. They will be taught the principles of striking the ball with varied equipment. They are also taught the skill of throwing and catching within these sports. All of these principles can be transferred into all sports preparing them for their years to come in Physical Education.

Sports that may be used to teach these skills in this section are:

Cricket, Tennis, Rounders, Table Tennis, Volleyball, Badminton

# Areas of Physical Education

## **Multi Skills**

Multi skills is taught to our younger ages. We work a lot around children's ABC's (agility, balance and coordination). We still have a big focus on play in the way we structure the lessons. The lessons use fun games to introduce the children to invasion and striking lessons.

## **Gymnastics**

Within gymnastics we teach a skills approach focusing on gymnastic moves to help develop children's movement. Each phase of their development has a different set of progressive skills for them to work through and hopefully master. These skills can be revisited or progressed at each phase if certain children need more time to practice certain skills or move on if they have mastered skills quickly.

## **Swimming**

Teaching swimming is a government requirement for all primary schools. We teach swimming at a local pool, using qualified instructors, from KS2. By the time children leave us,, we need to get as many children as possible swimming confidently over 25 metres or more across different strokes. Within the swimming lessons we take a strong focus on teaching the 3 core strokes (Front Crawl, Backstroke, Butterfly) to make sure children are confident in each of them.

# Curriculum Map

	<b>BLOCK 1</b>	<b>BLOCK 2</b>	<b>BLOCK 3</b>	<b>BLOCK 4</b>	<b>BLOCK 5</b>	<b>BLOCK 6</b>
<b>Reception</b>	FUNdamentals Tennis Hockey	FUNdamentals Football Basketball	Hall Games Netball Hockey Football Basketball	Gymnastics 4v4 Sports	Cricket Rounders Danish Longball	Athletics Sports Day



# Curriculum Map

	<b>BLOCK 1</b>	<b>BLOCK 2</b>	<b>BLOCK 3</b>	<b>BLOCK 4</b>	<b>BLOCK 5</b>	<b>BLOCK 6</b>
<b>YEAR 1</b>	Hockey, Tennis, Invasion Game	Football, Basketball, Gymnastics	Dodgeball, Gymnastics	Table Tennis, Netball	Cricket, Rounders	Athletics
<b>YEAR 2</b>	Tennis, Hockey	Football, Basketball	Dodgeball, Gymnastics	Table Tennis, Netball	Cricket, Rounders	Athletics
<b>YEAR 3</b>	Tennis, Hockey	Football, Basketball	Dodgeball, Gymnastics	Table Tennis, Netball	Cricket, Rounders	Athletics
<b>YEAR 4</b>	Tennis, Hockey, Volleyball	Football, Handball, Basketball	Dodgeball, Gymnastics	Boxing/Fitness, Table Tennis, Netball	Cricket, Rounders	Athletics
<b>YEAR 5</b>	Tennis, Hockey, Volleyball	Football, Handball, Basketball	Dodgeball, Skateboarding, Gymnastics	Boxing/ Fitness, Table Tennis, Netball	Cricket, Rounders	Athletics, Bikes
<b>YEAR 6</b>	Tennis, Hockey, Volleyball	Football, Handball, Basketball, Archery	Dodgeball, Skateboarding, Gymnastics	Boxing/ Fitness, Table Tennis, Netball	Cricket, Rounders	Athletics, Bikes

# Movement Transferable Skills Progression Map

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Agility</b>	To be able to move in an area avoiding other children.	To be able to move within an area avoiding other children at pace.	To show ways to get away from other children within an area whilst playing a chase game.	To be able to show good agility to get away or go past a defender within a 1v1 situation.	To be able to recognise where space is and make movements using a change of speed and direction to get themselves into the space identified.	To start to apply different ways they can change direction or speed to get past or away from defenders using body feints.	To be able to show good agility to get away or past defenders and how this can be used in a game environment to allow them to receive the ball in space.
<b>Balance</b>	To be able to move at different speeds within an area and maintain balanced.	To be able to move at different speeds and directions whilst maintaining their balance.	To be able to maintain balanced whilst moving at speed and stopping to; catch, throw or strike an object.	To be able to maintain balanced whilst moving and being able to; catch, throw or strike an object without stopping their movement.	To be able to maintain balanced whilst moving at pace and being able to; catch, throw or strike an object without stopping their movement.	To be able to have the strength to balance whilst they; throw, catch or strike an object in a game, with the pressure of an opposition, trying to take the object from them.	To be able to recognise the amount of strength needed to stay balanced whilst being pressured by different opponents whilst they; throw, catch, throw or strike an object.
<b>Coordination</b>	To be able to coordinate basic movements such as, walking, running, jumping in different environments.	To be able to throw/ strike or roll a ball in the direction of a target with more success.	To be able to make a movement stop and then make an action e.g. a throw or catching an object.	To be able to coordinate a action as well as a movement at the same time such as running and throwing a ball.	To be able to coordinate a action as well as a movement at the same time with pace such as running and throwing a ball.	To be able to coordinate a movement and an action at the same time whilst having their head up looking at where their teammates are or opponents are.	To be able to coordinate a movement and action at the same time whilst performing the action with good quality and applying this to a range of activities.

# Invasion Transferable Skills Progression Map

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Passing</b>	To be able to throw/ strike or roll a ball in the direction of a partner or target.	To be able to roll or throw/ strike a ball in the direction of a partner with more accuracy.	To be able to throw/ strike or roll the ball in the direction of a partner and they are able to get their body behind the ball to attempt to receive the pass.	To be able to throw/ strike or roll the ball to a partner and for their partner to be able to receive the ball.	To be able to make a pass over different distances and start to look at passing into space , as well as to a teammate.	To start to apply different passing techniques within a game identifying when to pass to a teammate or when to pass into space.	To be able to select the right type of pass and weight of pass to use in a game environment.
<b>Dribbling</b>	To be able to move with a ball in a straight line.	To be able to move with a ball in a straight line trying to keep the ball as close to them as they can.	To be able to dribble their ball within an area changing their direction.	To be able to dribble their ball within an area changing their direction. Whilst keeping the ball under control.	To attempt to dribble past an opponent without being tackled. Showing a change of direction. Whilst keeping the ball under close control.	To dribble past an opponent showing a change of pace and direction and also introducing disguise in their dribble.	To be able to select when and where to dribble within a game and show the correct technique in doing so.
<b>Shooting</b>	To be able to throw/ strike or roll a ball in the direction of a target.	To be able to throw/ strike or roll a ball in the direction of a target with more success.	To start to use accuracy in their shot by selecting a part of the net/ goal to aim for.	To start to use accuracy in their shot by selecting a part of the net/ goal to aim for. With more success.	To use accuracy and consistency in their shot at a goal/ net past a defender or goalkeeper.	To be able to use their accuracy and speed of release to score past a defender or goalkeeper.	To make a decision on what type of shot to use depending on the position of the goalkeeper or defender.
<b>Game Play</b>	Able to stay inside a playing area.	Identify which way they need to score.	Understanding what happens when the ball goes out of play.	Start to gain understanding of how they create space as an individual.	Start to understand how to create space as a team.	Start to understand attacking principles and defending principles.	Understand attacking principles and defending principles.

# Striking Transferable Skills Progression Map

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Striking</b>	To hit a larger ball off a tee.	To be able to hit different sized balls of a tee.	To be able to strike a moving ball served by a partner.	To be able to strike a ball that is served to them in the air from a partner.	To be able to hit a ball served to them in a chosen direction.	To be able to hit a ball consistently when served in a chosen direction and start to recognise where space is.	To recognise in a game where space is and hit the ball into the spaces.
<b>Throwing</b>	To be able to throw a ball from their chosen hand.	To be able to throw a ball towards a partner or target.	To be able to throw a ball towards a partner or target with accuracy.	To be able to throw the ball with both accuracy and pace to a target.	To throw the ball towards a teammate or target to attempt to get them out.	To recognise where to throw the ball to either a player on their team or a target to get an opponent out.	To recognise where to throw the ball to either a player on their team or a target to get an opponent out with pace and accuracy.
<b>Catching</b>	To be able to catch a scarf or large ball when thrown as an individual.	To be able to catch a scarf or large ball when it is thrown to them by a partner.	To be able to catch a small ball when thrown as an individual or by a partner.	To be able to catch a range of different sized balls when thrown from a larger distance.	To be able to catch a ball when it is thrown or hit from a bigger distance.	To be able to position themselves ready to attempt to catch a ball when it has been thrown and hit with pace over a big distance.	To be able to catch a ball when it has been thrown or hit with pace over a big distance.
<b>Game Understanding</b>	To recognise a playing area.	To begin to recognise where to stand when fielding and where to run to score points.	To know where to stand when fielding and to know where to run to score points.	To start to understand how to score points and stop opponents scoring.	To understand how to score points and stop opponents scoring.	To start to understand how to position themselves as an individual and a team to field the pitch. To be able to work as a team to score as many points as they can.	To understand how to position themselves as an individual and a team to field the pitch. To be able to work as a team to score as many points as they can.

# Gymnastics Progression Map

<b>Reception</b>	<b>Jumping</b>	<b>Landing</b>	<b>Turning</b>	<b>Rolling</b>	<b>Teddy Bear Rolls</b>
	Children to explore different types of jumps.	Children taught how to land with the correct technique.	Children taught how to spot when turning.	Children to explore different ways they can roll.	Children introduce to a teddy bear roll.
<b>Year 1</b>	<b>Jumping</b>	<b>Landing</b>	<b>Turning</b>	<b>Rolling</b>	<b>Teddy Bear Rolls</b>
	Children to be taught techniques of specific jumps.	Children taught how to land with the correct technique.	Children taught how to spot when turning.	Children taught the technique of a log roll and forwards roll.	Children taught how to roll in both directions.
<b>Year 2</b>	<b>Rolling</b>	<b>Balances</b>	<b>Bridges</b>	<b>Front Support</b>	<b>Back Support</b>
	Children taught the technique of a forwards roll and introduce to a backwards roll.	Children taught how to hold a balance on different number of points.	Children introduced to how to hold themselves in a bridge position.	Children taught the correct technique for a front support.	Children taught the correct technique for a back support.
<b>Year 3</b>	<b>Rolling</b>	<b>Paired/ Group Balances</b>	<b>Bridges</b>	<b>Shoulder Stand</b>	<b>Paired Teddy Bear Rolls</b>
	Children taught the technique of a forwards and backwards roll.	Children given balances to do either in a pair or small group.	Children are expected to hold themselves in a bridge using the correct technique.	Children taught the correct technique of a shoulder stand.	Children taught how to perform a paired teddy bear roll.
<b>Year 4</b>	<b>Handstands</b>	<b>Headstands</b>	<b>Cartwheels</b>	<b>Finishing Moves</b>	
	Children taught a tucked handstand.	Children taught how to do a tucked headstand.	Children introduced to the technique of a cartwheel	Children showed how to finish moves neatly.	
<b>Year 5</b>	<b>Handstand</b>	<b>Headstands</b>	<b>Cartwheels</b>	<b>Finishing Moves</b>	
	Children taught how to do a handstand with straight legs.	Children taught how to do a headstand with straight legs.	Children are expected to be able to perform a cartwheel.	Children taught how to finish a move to lead into another move.	
<b>Year 6</b>	<b>Round Offs</b>	<b>Full Back To Bridge</b>	<b>Forwards Walkover</b>	<b>Backwards Walkover</b>	<b>Sequences</b>
	Children introduced to the technique of a arou off.	Children introduce to the technique of a fullback to bridge.	High ability children are challenged with the technique of a forwards walkover.	High ability children are challenged with the technique of a backwards walkover.	Children are asked to start to link different gymnastic moves together to create a sequence.