



Physical Education Curriculum

Curriculum Intent	<p>Intent</p> <p>At Field Junior School, we aim to promote active and healthy lifestyles for all children and a lifelong participation in physical activity. We facilitate opportunities for all children to develop their individual abilities in competitive sports and promote resilience and determination through ‘personal best’ targets and challenges. Our goal is to ensure that the children at Field Junior School understand the importance of a healthy lifestyle, understand the impact that physical activity has on mental health and wellbeing and can apply their SMSC development as children and future adults. Sports premium grant is used to fund lunch time sports coaches to encourage less active children to be more active.</p> <p>Our intent is achieved through delivering high-quality teaching, extra-curricular sports clubs and opportunities to compete in intra-school and inter-school competitions. We are a part of Watford and Hertsmere Schools Sports Partnership and participate fully in a range of sports tournaments on offer. We frequently compete in U11s football leagues, netball leagues and also attend athletics tournaments. As a school, we encourage and celebrate the success of all individuals who take part in sporting activities and aim to embed a passion and curiosity for sport by acknowledging national and international sporting events such as the Olympic Games and the World Cup. All children at Field Junior School take part in an annual Sports Day and we aim to develop their cultural capital by seeking out opportunities to attend sporting events and invite sports people into our setting. We also aim to broaden our children’s awareness of different types of sports played around the world by delivering Cultural Development assemblies based on this, for a different country each half term.</p> <p>Our curriculum is designed to ensure that children of all abilities are able to meet the outcomes of the national curriculum and uses coherent and sequential planning to show progression across the year groups. Children have the opportunity to learn fundamental skills and are then able to apply them to competitive games where strategy, teamwork, resilience and communication are vital. All P.E lessons provide children with the opportunity to evaluate and reflect on their performance and give feedback to their peers in a safe and supportive environment. ‘Star Performers’ are identified during lessons to celebrate not just the attainment of the skill being taught but the effort children are making and the progress of their social and emotional development.</p> <p><u>Equal Opportunities</u></p> <p>All children regardless of age, gender, disability, race or religion should have access to high quality PE provision.</p>
--------------------------	---



Physical Education Curriculum

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Health and Fitness (in every lesson)	<ul style="list-style-type: none"> ● Recognise and describe the effects of exercise on the body ● Know the importance of strength and flexibility for physical activity 	<ul style="list-style-type: none"> ● Recognise how different things can affect physical performance ● Explain why exercise is good for your health ● Know some reasons for warming up and cooling down 	<ul style="list-style-type: none"> ● Know and understand the reasons for warming up and cooling down ● Explain some safety principles preparing for and during exercise ● Know ways they can become healthier 	<ul style="list-style-type: none"> ● Understand the importance of warming up and cooling down ● Carry out and lead warm-ups and cool-downs safely and effectively ● Understand why exercise is good for health, fitness and wellbeing
Dance	<ul style="list-style-type: none"> ● To mirror dance movements and dance patterns taught ● To perform individually and in partners/small groups ● Talk about differences between their own and others' performance and suggest and demonstrate improvements ● Perform with some awareness of rhythm and expression 	<ul style="list-style-type: none"> ● To adapt taught dance movements and patterns ● To compose a dance that reflects the chosen dance style ● To confidently perform individually and in partners/small groups ● Demonstrate rhythm and spatial awareness ● Change parts of a dance as a result of self and peer evaluation 	<ul style="list-style-type: none"> ● To learn more than one style of dance, imitating and adapting it to make their own version ● To perform more than one style of dance individually and in partners/small groups ● Show a change of pace and timing in their movement ● Ensure actions fit the rhythm of the music ● Modify parts of a sequence as a result of peer and self-evaluation 	<ul style="list-style-type: none"> ● To learn more than one style of dance, imitating and adapting it to make their own version ● To perform their own dance with expression ● To perform their routine with greater control ● To work collaboratively to create a synchronised dance routine and perform it ● To analyse and comment on skills and techniques and how these are applied in their own and others' work



Physical Education Curriculum

<p>Invasion (Football, Hockey, Netball, Basketball, Bench ball, Handball)</p>	<p>Handball</p> <ul style="list-style-type: none">● To perform an accurate chest and underarm pass● To be able to catch the ball accurately with two hands● To throw and catch whilst moving● To use simple attacking skills to find a suitable space● To use defensive skills to stop a ball from travelling past them or an opponent becoming free to receive the ball● To apply and follow rules fairly in a game● To find a useful space and get into it to support team mates● Compete against others in a controlled manner● Watch, describe and evaluate the effectiveness of a performance. What needs to improve? Or are they performing well?	<p>Netball</p> <ul style="list-style-type: none">● To be able to catch the ball accurately from different directions with two hands (jump to receive, left or right of you) with speed● To signal for a ball when catching● To throw the ball to cover longer distances using a shoulder pass● To defend your possession and keep opponents away● To move around the court showing control and fluency● To understand and apply the rules of 'footwork'● To learn how to shoot into a net● To defend a ball from being passed by standing 4 feet away● To apply and follow the rules fairly (positioning, time held etc)● To vary the tactics used in a game● To make the best use of space to pass and receive the ball● To watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify use of skills and techniques to achieve a better result	<p>Handball</p> <ul style="list-style-type: none">● To perform a variety of passes with speed and accuracy to cover various distances and know when each is appropriate in a game● Aim and shoot successfully in a game situation● Choose the best tactics for attacking and defending● Be able to explain why certain methods have been used/impact● To take part in competitive games with a strong understanding of rules and positioning● To devise and adapt rules to alter and create own games● Choose and use appropriate criteria to evaluate own and others' performances	<p>Netball</p> <ul style="list-style-type: none">● Show confidence in using ball skills in various ways in a game situation and link these together effectively, including the bounce pass● To throw and catch accurately when under pressure● To receive a pass using one hand in a controlled manner● Keep and win back possession of the ball effectively● To think ahead and create a plan of attack or defence● Analyse these plans for effectiveness● To develop accuracy of shooting skills in a pressured environment● Lead and support team mates
--	--	---	--	--



Physical Education Curriculum

	<p>Hockey</p> <ul style="list-style-type: none">● To be able to hold a hockey stick safely and correctly● To perform an accurate push pass● To perform an accurate slap pass● To know how to receive and control a ball● To use defensive skills to stop a ball from travelling past them or an opponent becoming free to receive the ball● To apply and follow rules fairly in a game● To find a useful space and get into it to support team mates● To compete against others in a controlled manner● Watch, describe and evaluate the effectiveness of a performance. What needs to improve? Are they performing well?	<p>Football</p> <ul style="list-style-type: none">● To be able to kick a ball safely and with the correct technique● Use co-ordination to kick a moving and stationary ball in different directions● To signal for a ball when receiving a pass● To kick the ball to cover longer distances● Move with the ball showing control and fluency● To defend your possession and keep opponents away● To learn how to gain possession of the ball (safe tackling)● To learn how to shoot into a goal● To use defending skills as an individual to prevent a player from scoring● To apply and follow rules fairly● To vary the tactics used in a game● Make the best use of space to pass and receive the ball● To watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify use of skills and techniques to achieve a better result	<p>Hockey</p> <ul style="list-style-type: none">● To perform a variety of passes with speed and accuracy to cover various distances and know when each is appropriate in a game● To learn how to dribble with the ball● To know when to pass and when to dribble in a game● Aim and shoot successfully in a game situation● To choose the best tactics for attacking and defending● Take part in competitive games with a strong understanding of rules and positioning● Consistently perform and apply skills and techniques with accuracy and control● To devise and adapt rules to alter and create own games● Use fielding skills as a team to prevent the opposition from scoring● Choose and use appropriate criteria to evaluate own and others' performances	<p>Football</p> <ul style="list-style-type: none">● Show confidence in using ball skills in various ways in a game situation and link these together effectively, including dribbling the ball● Choose and make the best pass in a game situation● Keep and win back possession of the ball effectively● To develop accuracy of shooting skills in a pressured environment● To develop defensive skills to prevent a player from scoring (being in goal)● Perform and apply a variety of skills and techniques confidently, consistently and with precision● To think ahead and create a plan of attack or defence● Analyse these plans for effectiveness● Lead and support teammates during a game
--	--	--	--	--



Physical Education Curriculum

<p>Games: Striking and Fielding (Cricket and Rounders)</p>	<p><u>Cricket</u></p> <ul style="list-style-type: none">● Use correct technique for catching a ball● Use fielding skills for stopping a moving ball● Throw a ball accurately to a partner (underarm)● Throw a ball accurately to a partner (overarm)● Use technique of bowling a ball overarm● To hold a bat correctly and position body to be able to return a ball● Begin to use a bat to return a bowled ball● Make the best use of space when on a fielding team● Understand and begin to apply the basic principles of the game	<p><u>Rounders</u></p> <ul style="list-style-type: none">● To hold a bat correctly and position body to be able to return a ball● Practise correct technique for throwing a ball● Practise fielding skills to stop a moving ball● Practise correct technique for catching a ball● Learn to bowl the ball underarm● Use a bat to hit the ball with increasing accuracy● Understand and begin to apply the basic principles of the game	<p><u>Cricket</u></p> <ul style="list-style-type: none">● Strike a bowled ball with increasing accuracy and control● Strike the ball to cover longer distances● Develop and practise different ways of throwing and catching the ball● Learn the rules of cricket● Use a range of fielding skills successfully in a game● Bowl a ball with increased accuracy and improved technique	<p><u>Rounders</u></p> <ul style="list-style-type: none">● Consolidate different ways of throwing and catching the ball successfully under pressure in a game● Strike a ball with more confidence and accuracy and over longer distances where appropriate● Throw a ball overarm accurately and over increasing distances● Use a range of fielding skills successfully under pressure in a game● Work as a team to develop fielding strategies
---	---	--	--	---



Physical Education Curriculum

<p>Games: Net & Wall (Tennis and Badminton)</p>	<p><u>Tennis</u></p> <ul style="list-style-type: none">● To know how to hold a racquet accurately and position body to be able to return a ball● Improve hand-eye coordination by bouncing a ball on the ground using a racquet● Improve hand-eye coordination by keeping a ball up using a racquet● Hit a ball back to their partner using a forehand technique (bounce in the middle)● Hit a ball back to their partner using a backhand technique (one or two handed)● Serve the ball underarm to begin a rally (no net)● Hold a rally (6 strokes) with a partner (no net)	<p><u>Badminton</u></p> <ul style="list-style-type: none">● To know how to hold a racquet accurately and position body to be able to return a shuttlecock● Improve hand-eye coordination by keeping a shuttlecock up using a racquet● Hit a shuttlecock back to their partner using a forehand technique● Hit a shuttlecock back to their partner using a backhand technique (one or two handed)● Serve the shuttlecock underarm to begin a rally (no net)● Hold a rally (6 strokes) with a partner (no net)	<p><u>Tennis</u></p> <ul style="list-style-type: none">● Use a racquet to hit with accuracy and control● Perform an overhead serve to begin a game● Hold a rally (6 strokes) with a partner over a net● Hold a doubles rally over a net● Learn the rules of tennis● Use at least 2 different shots in a game situation● Choose the best shots to win a game	<p><u>Badminton</u></p> <ul style="list-style-type: none">● Use a racquet to hit with accuracy and control● Perform an overhead smash in a game● Hold a rally (6 strokes) with a partner over a net● Hold a doubles rally over a net● Learn the rules of badminton● Use at least 2 different shots in a game situation● Choose the best shots to win a game
--	--	--	--	--



Physical Education Curriculum

Gymnastics	<ul style="list-style-type: none">● Pupils copy and remember simple actions individually and in pairs● Pupils repeat actions and explore ways to link these to new repeated actions with increased confidence, changes of direction and speed● Use turns and a range of jumps whilst travelling in a variety of ways● Begin to show flexibility in movements● They talk about differences between their own and others' performance and suggest improvements	<ul style="list-style-type: none">● Use an increasing range of actions, speed, directions and levels in their sequences● Travel in different ways, including using flight and move with coordination, control and care● Carry out balances (symmetrical and asymmetrical), recognising the position of their centre of gravity and how this affects the balance● Begin to use equipment to vault in a variety of ways● Begin to develop good technique when travelling, balancing and using equipment	<ul style="list-style-type: none">● Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance● Develop strength, technique and flexibility throughout the performances● Pupils create and explore actions using their bodies, individually, in pairs and in small groups.● Identify and perform jumps, shapes and balances fluently and with control● Confidently use equipment to vault in a variety of ways● Combine equipment with movement effectively to create sequences	<ul style="list-style-type: none">● Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping● Demonstrate precise and controlled placement of body parts in their actions, shapes and balances● Confidently use equipment and incorporate this into sequences● Apply skills and techniques consistently showing precision and control● Develop strength, technique and flexibility throughout performances
-------------------	--	---	--	---



Physical Education Curriculum

<p style="text-align: center;">Athletics</p>	<p>RUNNING</p> <ul style="list-style-type: none">● Focus on their arm and leg action to improve sprinting technique● Begin to combine running with jumping over hurdles● Run continuously for about one minute and, when required, show the difference between running at speed and jogging● Understand the importance of adjusting pace to suit the distance being run <p>JUMPING</p> <ul style="list-style-type: none">● Demonstrate the five basic jumps on their own● Use 1 and 2 feet to take off and land with● Land safely and with control <p>THROWING</p> <ul style="list-style-type: none">● Throw with increasing accuracy and coordination into targets set at different distances● Show increasing control in their over-arm throw● Perform a push throw	<p>RUNNING</p> <ul style="list-style-type: none">● Carry out an effective sprint finish● Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action● Focus on lead leg and trail leg action when running over hurdles● Speed up and slow down smoothly● Perform a relay, focussing on the baton changeover technique <p>JUMPING</p> <ul style="list-style-type: none">● Learn how to combine a hop, step and a jump to perform the standing triple jump● Land safely and with control● Demonstrate different combinations of jumps, showing control, coordination and consistency● Begin to measure distance of jump <p>THROWING</p> <ul style="list-style-type: none">● Throw a range of implements into a target area with consistency and accuracy● Perform a pull throw	<p>RUNNING</p> <ul style="list-style-type: none">● Accelerate from a variety of starting positions and select their preferred position● Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run● Identify and demonstrate stamina, explaining its importance for runners <p>JUMPING</p> <ul style="list-style-type: none">● Perform an effective standing long jump, triple jump and standing vertical jump● Land safely and with control● Measure the distance and height jumped with accuracy <p>THROWING</p> <ul style="list-style-type: none">● Throw with greater control, accuracy and efficiency● Perform a fling throw● Measure and record the distance of throws	<p>RUNNING</p> <ul style="list-style-type: none">● Build up speed quickly for a sprint finish● Run over hurdles with fluency● Accelerate effectively to pass other competitors● Work as a team to competitively perform a relay● Confidently and independently select the most appropriate pace for different distances and parts of the run● Demonstrate endurance and stamina over longer distances in order to maintain a sustained run <p>JUMPING</p> <ul style="list-style-type: none">● Perform a range of jumps showing power, control and consistency at both take-off and landing with increasing distance/height● Maintain control at each of the different stages of the triple jump● Land safely and with control● Set up and lead jumping activities including measuring with confidence and accuracy <p>THROWING</p> <ul style="list-style-type: none">● Throw further with greater control, accuracy and efficiency
---	---	--	--	---



Physical Education Curriculum

		<ul style="list-style-type: none">• Continue to develop techniques to throw over increasing distances• Begin to measure the distances		<ul style="list-style-type: none">• Measure and record the distance of their throws
--	--	--	--	---



Physical Education Curriculum

<p>Outdoor and Adventurous Activities</p>	<ul style="list-style-type: none">● Orientate themselves and move with increasing confidence and accuracy around a short trail● Use skills with control in problem-solving activities● Realise that activities need thinking through, and recognise that planning is useful● Identify and use effective communication to begin to work as a team● Conserve their efforts and keep their concentration during tasks● Begin to offer an evaluation of personal performances and activities● Begin to choose equipment that is appropriate for an activity● Attempt to complete activities in a set period of time	<ul style="list-style-type: none">● Orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses● Create a short trail for others with a physical challenge● Communicate clearly with other people in a team, and with other teams● Use skills with control in problem-solving activities● Make an informed decision on the best equipment to use for an activity● Choose sensible skills and approaches for the challenges set● Meet the challenges effectively in teams● Learn from watching others and use what they have seen to improve their own performance	<ul style="list-style-type: none">● Start to orientate themselves with increasing confidence and accuracy around an orienteering course● Begin to use navigation equipment to orientate around a trail● Design an activity that can be followed and offers some challenge to others● Use clear communication to effectively complete a particular role in a team● Complete activities both independently and as part of a team● Choose the best equipment for an outdoor activity● Read a variety of maps and plans accurately, recognising symbols and features (Geography Link)● Use physical and teamwork skills well in a variety of different challenges● Are clear about what they have to achieve and recognise the importance of planning and thinking as they go● Identify what they have done well and adapt plans to be more efficient when facing similar challenges	<ul style="list-style-type: none">● Orientate with confidence, accuracy and speed around a trail● Use clear communication to effectively complete an activity● Read a variety of maps and plans accurately, recognising symbols and features (Geography Link)● Identify the quickest means of completing an activity● Work effectively as a team, demonstrating leadership skills when necessary● Use physical and teamwork skills well in a variety of different challenges● Recognise similarities between challenges and choose efficient approaches to new ones.● Are clear about what they have to achieve and recognise the importance of planning and thinking as they go● Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance
--	--	--	---	--



Physical Education Curriculum

Swimming	N/A	● See separate document		
Evaluation (in every lesson)	<ul style="list-style-type: none">● Watch, describe and evaluate the effectiveness of a performance● Describe how their performance has improved over time	<ul style="list-style-type: none">● Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements● Modify their use of skills or techniques to achieve a better result	<ul style="list-style-type: none">● Choose and use appropriate criteria to evaluate own and others' performances● Explain why they have used particular skills or techniques, and the effect they have had on their own performance	<ul style="list-style-type: none">● Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements