



PE at Wilton C of E Primary



Intent

We believe that everyone needs to lead an active and healthy lifestyle. Exercise is fundamental, as it allows you to function and complete everyday tasks, as well as improving quality of life and life expectancy. Participating in sport reduces obesity which long term reduces the strain on the NHS and the UK economy. It improves mental health through the release of endorphins and promotes social inclusion. The aim is to develop a lifelong interest in sport, either by committing to regular participation, showing a passion for sport or topic, effective teamwork to succeed in a game or situation.

Implementation

PE is taught by class teachers as well as professional sports coaches across all year groups. Children are taught a variety of sports at age appropriate levels and there are opportunities to take part sporting fixtures across the school year in a number of sports. Teachers plan the units to build on knowledge gained over the children's education so far.

Impact

Children leave Wilton having experienced a wide range of sports and gained a number of skills that are transferable between sports. Pop quizzes take place to support the retention of knowledge, this includes rules of the games as well as how to apply different skills to a variety of situations.



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Fitness



Health



Tactics



Control and Performance



Challenge



Co-operation



Competition



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Year	Curriculum Drivers	Curriculum Content	
		Skills	Knowledge
EYFS	Communication Explain to one another how and why they are moving	<ul style="list-style-type: none">• Children follow instructions involving several ideas or actions.• Children show good control and co-ordination in large and small movements.• Children know the importance of good health of physical exercise and healthy diet• Develop a positive sense of themselves and others.• Negotiate space and obstacles safely, with consideration for themselves and others;• Demonstrate strength, balance and coordination when playing;• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	



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Year 1	<p>Communication</p> <p>To listen to other opinions, share own opinions and explain in their own words and using the words of others</p>	<p>A. Follow a simple route around the school grounds or a given outdoor space.</p> <p>B. Practice basic running, jumping, throwing and catching techniques.</p> <p>C. Demonstrate control and coordination when moving or balancing, performing basic sequences that use space safely.</p> <p>D. Pat, throw, kick, stop and catch a ball.</p> <p>E. Participate in simple playground games, following the rules.</p> <p>F. Copy, create and remember simple movement patterns, showing awareness of rhythm.</p> <p>G. Comment on their own or others' performance, routine or game.</p> <p>H. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.</p>	<p>A. Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of travelling to get from one place to another, such as walking, jogging, skipping or jumping.</p> <p>B. Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands.</p> <p>C. Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.</p> <p>D. Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown.</p> <p>E. Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.</p> <p>F. Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.</p> <p>G. Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.</p> <p>H. Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.</p>
	<p>Community</p> <p>To value and respect members of our community.</p>		



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Year 2	Communication		
	To listen to other opinions, share own opinions and explain in their own words and using the words of others	<ul style="list-style-type: none">A. Move over, under and through spaces and obstacles outdoors.B. Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful.C. Demonstrate a sequence of linked balances, creating a variety of body shapes.D. Confidently send or receive an object, such as a beanbag or ball.E. Play simple team games, understanding the rules and developing basic tactics to score points.F. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.G. Use appropriate vocabulary to comment on performance and opportunities for improvement.H. Collect data over time to show how repetition improves overall performance.	<ul style="list-style-type: none">A. Obstacles can be overcome by moving into spaces around, over, under or through them.B. Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.C. Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab.D. There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.E. A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points.F. Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction.G. Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.H. Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.



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Year 3	Communication		
	To listen to other opinions, share own opinions and explain in their own words and using the words of others	<ul style="list-style-type: none">A. Work outdoors effectively as part of a team to safely navigate familiar places and solve problems.B. Demonstrate a broader range of throwing, running and jumping techniques with improving accuracy and competence.C. Copy, explore and create a gymnastic sequence using different levels, speeds, movements and balances.D. Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.E. Compete in a team game, communicating with others and using tactics.F. Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.G. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.H. Explain how a 'personal best' can improve over time.	<ul style="list-style-type: none">A. Working effectively as a team means working within a group to complete an activity well or achieve a shared goal. It involves following instructions, listening to others, taking turns and using people's strengths to achieve the goal.B. A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.C. A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.D. Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.E. Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.F. Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.G. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.H. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.



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Year 4	<p>Communication</p> <p>To listen to other opinions, share own opinions and explain in their own words and using the words of others</p>	<ul style="list-style-type: none"> A. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback. B. Run a range of distances, varying pace and for extended periods. C. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine. D. Throw, catch, strike and field with control and accuracy. E. Play a well-known or invented competitive game, communicating with others, and developing and using team tactics. F. Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli. G. Reflect on their own and others' skills, identifying and working on areas for improvement. H. Examine how changing variables can refine skills. 	<ul style="list-style-type: none"> A. A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback. B. Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. C. A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. D. Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket. E. Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics. F. Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic. G. A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance. H. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.
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Year 5	<p>Communication</p> <p>To listen to other opinions, share own opinions and explain in their own words and using the words of others</p> <p>Adventure</p> <p>To experience the real world and appreciate that where we are now risks have had to be taken.</p>	<ul style="list-style-type: none"> A. Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team. B. Understand how power and stamina are developed and how this improves performance. C. Create increasingly complex sequences, including change of direction, travelling, speed and levels, showing good precision, stability and strength. D. Use striking, fielding and racket skills confidently and consistently. E. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control. F. Improvise and move with precision, control and fluency in response to a range of stimuli. G. Comment on tactics, techniques and skills, and learn from others to help improve performance. H. Estimate and investigate improvements in performance over time. 	<ul style="list-style-type: none"> A. Orientating a map is positioning it so that it corresponds to the correct position of north and the land it represents. B. Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. C. A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. D. Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points. E. A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. F. Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly. G. There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback. H. Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.
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Year 6	<p>Communication</p> <p>To listen to other opinions, share own opinions and explain in their own words and using the words of others</p>	<p>A. Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.</p> <p>B. Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance.</p> <p>C. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.</p> <p>D. Use ball skills confidently and with some precision in a wide variety of competitive games.</p> <p>E. Develop and refine strategies and tactics for attacking and defending during competitive team games.</p> <p>F. Vary dynamics of movements or dance, developing actions in time to music with a partner or as part of a group.</p> <p>G. Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.</p> <p>H. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.</p>	<p>A. When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone.</p> <p>B. Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.</p> <p>C. A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions.</p> <p>D. When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.</p> <p>E. Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback.</p> <p>F. In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky.</p> <p>G. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performance is a tool to support improvement.</p> <p>H. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome.</p>
	<p>Adventure</p> <p>To experience the real world and appreciate that where we are now risks have had to be taken.</p>		



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