

Purpose of Study [from National Curriculum]:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.



Whitecote Curriculum Intent Statement:

Our PE curriculum will develop physical and mental resilience through the rehearsal, practice and refinement of basic skills and supplementary knowledge leading to engagement in competitive sport. Children will enjoy being active in different ways for longer periods of time and understand how this positively impacts on their physical and mental health.

Aims [from National Curriculum]:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Subject Core Concepts

The core concepts, taken from the aims of the curriculum, will be used to inform suggested sequences of learning and focus the learners on the principle aims of effective subject-specific understanding:

- **Interrelatedness of Physical and Mental Exercise:** How physical and mental exercise work together to improve each other.
- **Competence:** The rehearsal and practice of the basic skills - i.e. throwing, catching, kicking, jumping, hopping, etc.
- **Performance:** Putting 'competence' and knowledge together into practice.
- **Creativity:** Using knowledge and skills and 'trying something different' to build upon what is already known or putting a sequence of taught skills together.
- **Reflection and Improvement:** Evaluating the finished performance and knowing where and how to improve this based on metacognitive feedback.

Suggested Cognitive Strategies

The Whitecote cognitive strategies are suggested strategies that might be used across the subject's curriculum to allow them to internalise and retain knowledge. These will be modelled during CPD:

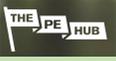
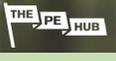
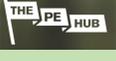
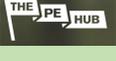
- Repeat, repeat, repeat
- Physically Do It
- Connect it to something else
- Create a visual in your mind
- Teach it to someone else



PE Intent and LTP

Subject Core Concepts	Suggested Cognitive Strategies
<ul style="list-style-type: none"> • Study: Time needed to learn necessary knowledge (tactical), skills (physical) and conceptual understanding, knowing how these relate to improving performance. 	

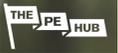
	National Curriculum	Whitecote PE Additional Knowledge
EYFS	<p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>In addition, Whitecote pupils will be taught:</p>
Key Stage 1	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> •
Key Stage 2	<p>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.</p> <p>Pupils should be taught to:</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] • 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. 	<p>In addition, Whitecote pupils will be taught:</p> <ul style="list-style-type: none"> •

Topic Coverage per Year Group						
Year	Autumn		Spring		Summer	
Nursery						
Reception						
1	Gym 1	Dance 1	Send and Return 1	Gym 2	Send and Return 2	Dance 2
	Attack, Defend and Shoot 1	Hit, Catch and Run 1	Attack, Defend and Shoot 2	Run, Jump and Throw 1	Hit, Catch and Run 2	Run, Jump and Throw 2
2	Gym 1	Dance – Great Fire of London	Send & Return 1	Dance 1 Penguins	Send & Return 2	Gym 2
	Attack, Defend, Shoot 1	Hit, Catch, Run 1	Attack, Defend, Shoot 2	Run, Jump, Throw 1	Hit, Catch, Run 2	Run, Jump, Throw 2
3	Gym 1	Handball	Egyptian Dance	Gym 2	Dance 2	Badminton
	Tag Rugby	Football	Tennis	Cricket	OAA	Athletics
4	Swimming		Swimming		Swimming	
	Gym 1	Dance - Romans	Badminton	Cricket	Tag Rugby	Athletics
5	Gym 1	Dance 1	Dance 2	Handball	Badminton	Gym 2
	Football	Tag Rugby	Tennis	Cricket	OAA	Athletics



PE Intent and LTP

Topic Coverage per Year Group

6	Gym 1	Dance 1	Handball	Dance - Charleston	Badminton	Gym 2
	Football	Tag Rugby	Cricket	Tennis	OOA	Athletics

Sequence of Learning – Dance SOW

#	Phase	Explanation
1	Listening & Hearing the beat:	Listen to music and say how it makes you feel – is it fast, slow, etc. <i>How do children move to this?</i> Move or clap to the beat of the music.
2	Evaluate and discuss:	Watch videos of dance. Discuss key characteristics (if using a specific type of dance). What sort of movements can be seen? What do you like/dislike? Can you replicate any movements?
3	Copy:	Watch dance broken down into small steps (use different levels – high/low, wide etc. Copy these small steps, including stillness.
4	Practise:	Improve the quality of the moves, eg extension of body parts, levels, exaggeration
5	Develop and Choreograph:	Start to combine small steps into larger patterns, including different aspects eg stillness, travel, turns.
6	Review and improve:	Look at own and others' dance. Pick out ways to improve and implement into own work.
7	Perform:	Perform dance to others.
8	Working with other:	All of the above should be done singly, with a partner and (when appropriate) in groups. Partner & group work would include (but not be restricted to) mirroring, following, unison, arranging the group in different ways & cannon, depending on age and skill level.



PE Intent and LTP

Tier 2 Vocabulary

Children need to know, understand and use the relevant vocabulary for their age group by the end of the year and will be provided with opportunity throughout the year. This list is cumulative and should be revisited and built upon each year.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Useful Websites

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