HILL FARM PRIMARY SCHOOL

P.E Curriculum



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Intent

At Hill Farm, children are given the opportunity to experience a wide variety of sports and physical activities both in and out of school. All our children will experience outstanding physical education and school sport that will be enjoyable, encourage lifelong health and wellbeing and inspire excellence. The Physical Education curriculum will encompass a skill strand (Physical and Cognitive) and a wellbeing strand (Healthy and Social) to create an engaging and dynamic curriculum which meets the needs of children in our modern world. The intent is for every child to leave physically literate and with the knowledge, skills and determination to maximise their health and well-being and lead an active life.

As a school, we believe a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides 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 the character of a child and help embed values such as fairness, teamwork and respect. We strive for children to develop a lifelong passion for sport and physical activity to ensure they are prepared to make healthy, active choices as they develop towards adulthood.

Extra-Curricular Sport

As well as PE lessons, children throughout the school are encouraged to participate in extra-curricular sporting activities. We aim to offer a variety of after school clubs which provide vital enrichment. After school clubs include: football, netball, dodgeball, athletics, basketball, multi-skills and tennis (among others). Some of these are run by teaching staff, however, whenever possible, we establish links with local professional sports coaches to come and work with the children. We use some of our primary school sport funding to subsidise the cost of specialist sports coaches.

The activities support the learning of P.E in school and offers competitive and physical activity opportunities for children at Hill Farm Primary. Children can register an interest in a particular sport they would like to be delivered as an extra-curricular activity and, as a school, we will then endeavour to have this covered by staff. We offer each year group at least one club, each term, that it is of no cost to parents/carers. This ensures that our extra-curricular activities are accessible to all.



Implementation

At Hill Farm Primary, each class receives two hours of P.E per week. At least one of these hours will be delivered by the class teacher, with the other hour being covered by Game On or the PE apprentice at the school. This ensures high quality P.E takes place within each year group. Each year, during the Summer Term, each year group takes part in their own 'Sports Day' to compete for their house. As a school, we also take part in and celebrate various events throughout the year, such as: National School Sport Week, Sport Relief and Race for Life, as well as many others.

EYFS

During the stage, children will start their physical literacy learning path. They will develop an understanding of how their body moves, explore basic agility, balance and coordination skills (ABC's), and begin to enjoy PE and sport on their own and with others.

Key Stage One (Years 1 and 2)

In Key Stage One, children will develop fundamental movement skills, become increasingly competent and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children work towards mastering basic movements including running, jumping, throwing and catching, and begin to apply these into a range of activities including participating in team games, developing simple tactics for attacking and defending.

Key Stage Two (Years 3, 4, 5 and 6)

Children continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make action sequences of movement and be able to use running, jumping, throwing and catching in isolation and in combination. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success. KS2 pupils will develop flexibility, strength, technique, control and balance through activities such as athletics, dance and gymnastics and compare their performances with previous.

How Complete PE supports this vision;

Complete PE is an interactive online resource that enables both specialists and non-specialists to plan and implement high quality teaching within physical education. Complete PE comprises 450+ sequences of learning for EYFS, KS1 and KS2 and this library is being continually updated and enhanced in line with new research, guidance and the changing landscape. Complete PE provides teachers with the structure and content required to deliver physical elements of learning. The physical and cognitive elements of outstanding PE are encapsulated within easy to use suggested sequences of learning for all programs of study as proposed by the National Curriculum for Physical Education.

Teachers can use Complete PE as their planning and print each page directly from the resource. Teachers are encouraged to select the relevant sections and use them in their planning templates, drawing on their own knowledge and ideas to support learning. Uniquely, and in partnership with the Youth Sport Trust, two exceptional resources are embedded into Complete PE (My Personal Best and TOP PE) which support whole child development through the 4 Me's (Physical Me, Social Me, Healthy Me, Thinking Me). This values based approach complements our whole school vision and provides resource to support teachers in developing holistic skills and wellbeing which complements our strand approach.

Curriculum Content coverage

PHYSICAL EDUCATION CURRICULUM PLAN 2021-22

Do now (warm up): Pulse raiser followed by superhero skills to build core strength

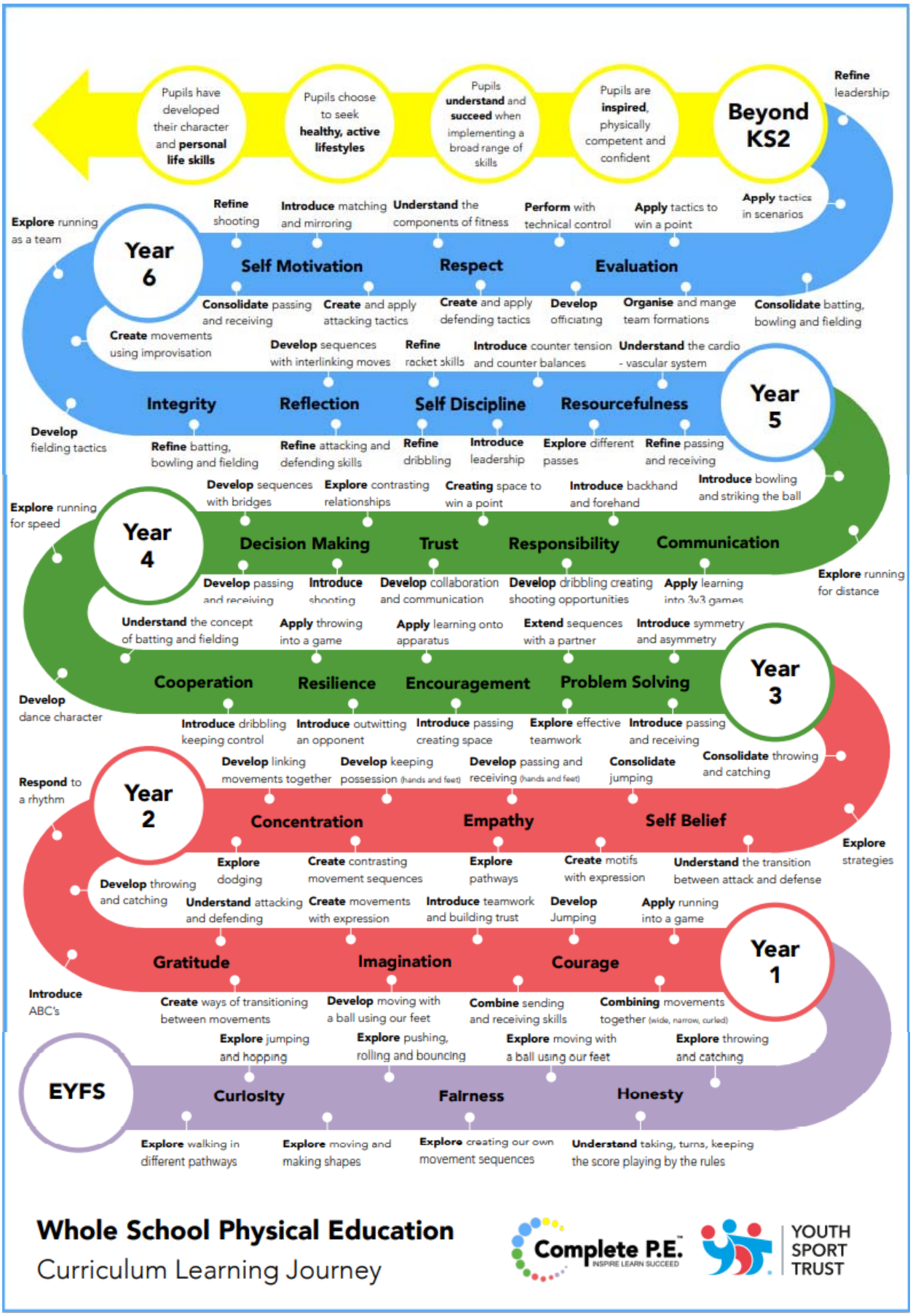
Skills Lesson: Physical & Cognitive | **Wellbeing Lesson:** Wellbeing & Social

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Rec	**Locomotion** Walking and Jumping (Colonel Concentration)		**Ball Skills** Hands (Agent Kindness)		**Gymnastics** High, Low, Over, Under (Doctor Explore)		**Ball Skills** Feet (Captain Respect)		**Dance** Nursery Rhymes (Professor Perseverance)		**Attack v Defence** Games for understanding	
Year 1	**Do now (Level 1)** • Shallow squat • Standing crawl • Forward lunge • Half plank • Burpees		**Do now (Level 2)** • Deep squat • Three point plank • Side lunge • Half side plank • Burpees: scorpion		**Do now (Level 3)** • Shallow squat to toes • Spiderman • Backward lunge • Full plank (Superman) • Burpees: Left-Middle-Right-Middle				**Do now (Level 4)** • Deep squat to toes • Starfish • 5-7 lunge • Full side plank • Burpees: Twisters			
	Locomotion Jumping	**Team Building**	**Gymnastics** Body parts	**Dance** Growing	**Ball Skills** Hands	**Attack v Defence**	**Ball Skills** Feet	**Dance** The Zoo	**Gymnastics** Wide, Narrow, Curled	**OAA** Woodland School	**Locomotion** Running	**Health and Wellbeing**
Year 2	**Do now (Level 5)** • Staggered squats • Flutter kicks • Forward crossover lunge • Press up position hold • Burpees: double leg, jump		**Do now (Level 6)** • Staggered squats to toes • Three repeat scorpions • Backward crossover lunge • Scorpions with hold • Burpees: scorpions, jump		**Do now (Level 7)** • Crossover squats • Round the back • Forward lunge with twist • Alternating scorpions • Burpees: L-M-R-M, jump				**Do now (Level 8)** • Crossover squats to toes • Overlapping scissors • Side lunge with twist • Egg beaters • Burpees: middle-wide-middle, jump			
	Ball Skills Hands	**OAA** Woodland School	**Gymnastics** Linking	**Dance** Water	**Locomotion** Dodging	**Health and Wellbeing**	**Ball Skills** Feet	**Attack v Defence**	**Gymnastics** Pathways	**Dance** Explorers	**Locomotion** Jumping	**Team Building**

Year	Autumn 1		Autumn 2		Spring 1			Spring 2	Summer 1			Summer 2
Year 3	**Do now (Level 9)** • Squat jump • Crab touches • Backward lunge with twist • Hip lifts • Burpees: press up, double leg, jump		**Do now (Level 10)** • Squat jump narrow to wide • Press ups • Lunge with twist • Hip lifts with hold • Burpees: press up, scorpion, jump		**Do now (Level 11)** • Two footed forward jump • Lying straight leg circles • Forward crossover lunge with twist • Side lying hip lifts • Burpees: press up, L-M-R-M, jump				**Do now (Level 12)** • Two foot sideways jump • Foot shooters (half turn) • Backward crossover lunge with twist • Side leg lifts • Burpees: press up, twisters, jump			
	Athletics Throwing & Jumping	**Invasion** Dodgeball **Swimming 1**	**Gymnastics** Symmetry & Asymmetry	**Dance** Wild Animals **Invasion** **Swimming 1**	**Invasion** Football & Netball	**Dance** Wild Animals **Invasion** **Swimming 2**	**Net / Wall** Tennis	**OAA** Woodland School **Swimming 2**	**Invasion** Tag Rugby	**OAA** Communication & Orienteering **Swimming 3**	**Striking & Fielding** Rounders	**Athletics** Running **Swimming 3**
Year 4	**Do now (Level 13)** • Single leg squat • Starfish to opposite touch • Forward, backward lunge • Sidewards crawling plank • Burpees, press up, lunge		**Do now (Level 14)** • Single leg squat holds • Side leg circles • Side, backward crossover lunge • Hip lifts with reach • Burpees, press up, scorpions, lunge		**Do now (Level 15)** • Single leg squats to toes • Inverted foot shooters (half turn) • Forward crossover, 5-7 lunge • Leg 0's/figure 8's • Burpees, press up, L-M-R-M, lunge				**Do now (Level 16)** • Skateboarder squats • Skater press ups • Side, forward, forward crossover lunge • Single leg hip lifts • Burpees, press up, M-W-M, lunge			
	Invasion Football	**OAA** Problem Solving	**Invasion** Basketball	**Dance** Space	**Gymnastics** Bridges	**OAA** Woodland School	**Net / Wall** Tennis	**Invasion** Handball	**Athletics** Jumping & Throwing	**OAA** Communication & Tactics	**Striking & Fielding** Cricket	**Athletics** Competition

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 5	**Do now (Level 17)** • Two foot forward jump to single leg • Hand shooters • Side, backwards, forward crossover lunge • Kneeling superman • Burpees, double press up, double scorpion, jump		**Do now (Level 18)** • Two foot side jump to leading leg • Mountain climbers • Forward, backward lunge with twist • Kneeling superman, alternating sides • Burpees, double press up, double L-M-R-M, jump		**Do now (Level 19)** • Two foot side jump to trailing leg • Foot shooters (full turn) • Side, backward crossover with twist • Superman both arms reach • Burpees, double press up, double twister, jump				**Do now (Level 20)** • Hop and hold • Inverted foot shooters (full turn) • Forward crossover, 5-7 lunge with twist • Superman opposing sides • Burpees, double press up, double M-W-M, jump			
	Athletics Running & Jumping	**Invasion** Netball	**Gymnastics** Counter Balance & Counter Tension	**OAA** Woodland School	**Invasion** Tag Rugby	**Health Related Exercise**	**Net / Wall** Tennis	**OAA** Communication	**Invasion** Hockey	**Dance** The Circus	**Striking & Fielding** Rounders & Cricket	**Athletics** Competition
Year 6	**Do now (Level 21)** • Forward hops • Stranded starfish • Side, forward, forward crossover with twist • Superman same side reach • Burpees, double press up, double scorpion, lunge		**Do now (Level 22)** • Sideways hop to lead leg • Mountain climbers with arm rotation • Side, backward, forward crossover with twist • Kneeling Superman same side reach • Burpees, double press up, double L-M-R-M, lunge		**Do now (Level 23)** • Sideways hop to trailing leg • Mountain climbers with opposite arm touch • Jump lunges with leg swap • Bouncing inch worm • Burpees, double press up, double twister, lunge				**Do now (Level 24)** • Bound and stick • Get ups • Jumping skater lunges • Inch worms • Burpees, double press up. Double M-W-M, lunge			
	Invasion Handball	**Health Related Exercise**	**Invasion** Football	**Dance** Titanic	**Gymnastics** Matching & Mirroring	**OAA** Problem Solving	**Invasion** Basketball	**OAA** Orienteering	**Net / Wall** Tennis	**Striking & Fielding** Cricket & Rounders	**Athletics** Jumping & Throwing	**OAA** Woodland School

Skills Progression

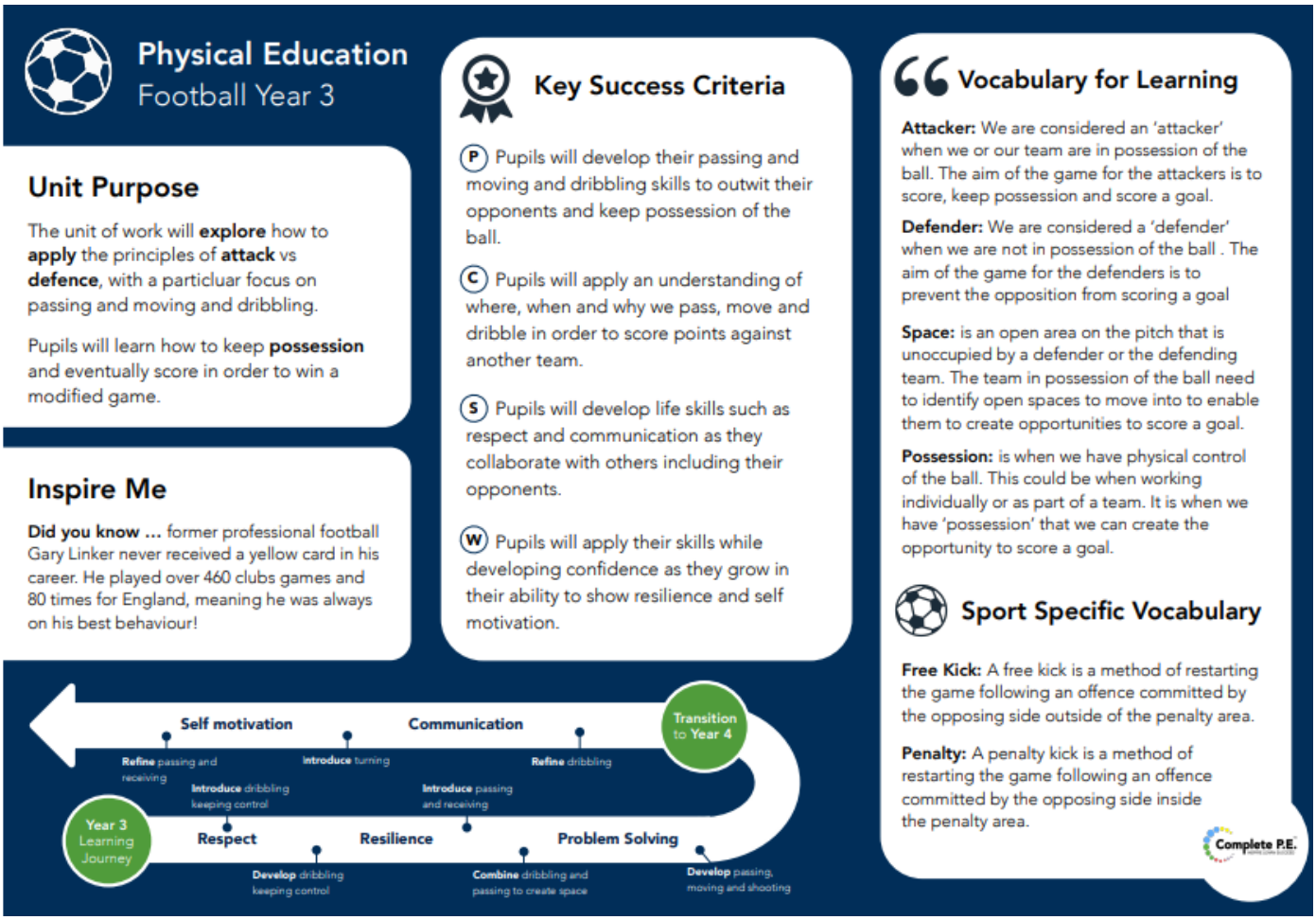


Building On/ Leading To…

We have units of work, covering all areas of the Physical Education National Curriculum for EYFS, KS1 and KS2. Age related suggested games and activities to challenge learning have been carefully sequenced so there is a clear, evident progression. Within the Curriculum Learning Journey, on the previous page, there are progressive objectives to identify what pupils should know by the end of each year group. These key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long-term memory. Links are made to prior learning and skills are revisited at the start of each unit. This also enables teachers to identify and plug gaps in pupil's knowledge and skills.

Knowledge Organisers

Each topic, for each year group, has an associated Knowledge Organiser. The Knowledge Organisers focus on the essential information, ensuring they are purposeful without being overwhelming. These documents include information for the teacher planning the lessons:



Within these documents, staff are given the Vocabulary for Learning, as well as the Sport Specific Vocabulary needed to access and deliver the lesson. The Success Criteria clearly identifies the outcomes of the lesson, whilst the learning journey at the bottom states the skills children should have before moving to the next year group.

Vocabulary Progression

Vocabulary progression documents gives examples of some of the specific vocabulary to be taught to each phase of school. The example below is for the teaching of gymnastics. It is expected that the children know and understand these terms before moving up the school. Of course, vocabulary is revisited and it is expected that children can build on previous knowledge to learn new vocabulary.

	Gymnastics		
EYFS	Forwards Backwards Mat Shape Still Sideways Bench Table Hold Jump	Travel Roll Slow Stretched Bounce Copy Long On/Off Curled Hop	Tuck Tall Body parts Small
Year 1	Place Push/pull Step Crawl Slowly Long Stretch Hop/skip Spring Still Tall Wide	Low Bottom Around Extension Copy Along Elbows Back Through Roll Pathway Jump	Land Tension Straight Shape Hang Up/down Balance Curved Zig-zag Over Grip High
Year 2	In front Stretch Balance Speed Point Twisted	Curled Medium Level Smooth	Angular Sequence Copy Height
Year 3	Flow Asymmetrical Explosive Symmetrical Combination	Improve Stretch Refine Adapt Evaluate	Pathway Contrasting Stretched Suppleness
Year 4	90 degrees 180 degrees Leaving Approaching Balance Combine	Rotation Improve Strength Suppleness Evaluate	Stamina Constructive Refine Speed
Year 5	Dynamics Combination Contrasting Control Mirroring Matching Accurately Evaluate	Asymmetry Performance Create Symmetry Refinements Assessment Landing Take-off Flight	Strength Cool down Warm up Muscles Joints Explore Rotation Spin
Year 6	Co-operate Audience Assessment Elements Twist Obstacles Aesthetically Criteria	Judgement Tension Inverted Judge Dynamics Combination Canon Counter-tension	Performance Imaginative Parallel Creativity Timing Criteria Extension Counter-balance

School Values

Hill Farm is an accredited Values based Education (VbE) school. Our values are threaded through all we do as we teach and inspire children and adults to adopt and live positive human values to create an exceptional environment for teaching and learning. We define a value as a principle which guides our thinking and behaviour. Throughout our P.E lessons, we endeavour to reinforce these values whenever appropriate.

We have integrated our school values and the British Values into our curriculum and this is outlined on the following page. Furthermore, the following Olympic and Paralympic values are promoted through PE and School Sport at Hill Farm:

- Friendship
- Courage
- Inspiration
- Determination
- Equality
- Respect
- Excellence

Overall, a broad and balanced PE curriculum can develop a range of life skills and values. A whole school approach to PE and School Sport can successfully promote both our school values, and the fundamental British Values.

	Values	**British Values**
L Live without harm	Patience Trust Peace Humble	Rule of law
E Equal opportunities	Respect Empathy Tolerance Responsibility	Tolerance
A Altruism	Care Love Generosity kindness	Mutual Respect
R Resourcefulness	Courage Determination Curiosity Independence	Individual liberty
N Navigate the world	Reflection Resilience Ambition Gratitude	Democracy

British Values

British Values	What the School and Physical Education can provide	Possible Evidence
Democracy	- A code of conduct for the school that permeates all subjects, including PE. - Pupils are taught about the need for different roles and different responsibilities, including team work and decision making. - A pupil voice for PE School Sport (e.g. re curriculum, extracurricular activities, kit). This comes from the Junior Leadership Team.	- Pupils know how to behave in PE in a way that is acceptable socially. - Pupils understand and accept the roles of captain, vice-captain, team players, coaches and volunteers. - Pupils can work individually and in teams and make informed choices. - Pupils are fully engaged in all lessons. - The extra-curricular programme is inclusive and activities are well attended.
The Rule of Law	- Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. - Pupils learn to work individually and in groups. - An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship. - Competition against oneself is encouraged in addition to competition against others.	- Pupils can play within the rules in any activity. - Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. - Pupils adhere to and understand the rules of safety. - All pupils can solve problems on their own or with others. - Pupils demonstrate good social skills. - Pupils know and adhere to the rules and social etiquettes related to any type of competition.
Individual Liberty	- PE recognises individual differences. - There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. - Pupils are taught safely and about safety.	- Pupils respect individual differences and are confident to express their opinions and respect others' views. - Pupils are able to make judgements about their own and others' performances. - Pupils feel safe in curricular and extracurricular activities.
Mutual Respect and Tolerance	- Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. - The culture in PE respects cultural differences. - Pupils are taught about the environment and different activity contexts. - There are appropriate rewards and sanctions in PE for inappropriate behaviour. - The school engages in competition and encourages competition within and across the community.	- Pupils will know, understand and be able to articulate the historical aspects of various activities. - Pupils avoid stereotyping groups. - Pupils can articulate their own beliefs. - Pupils respect PE equipment and school buildings/facilities. - Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. - All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.

Oracy

P.E at Hill Farm supports pupils' oracy skills by providing them with effective language experiences through the promotion of specialist and technical vocabulary, questioning, feedback on performance, group work and other aspects of co-operative learning. Children actively engage with peer feedback and are encouraged to evaluate each lesson. This could be through explaining how to perform a skill or leading a warm-up.

To encourage language development, teachers share new vocabulary, as per the vocabulary progression document, at the beginning of each PE unit. Teachers reinforce this new vocabulary throughout each lesson and link the vocabulary to the corresponding techniques and movements when teaching new skills. Children are encouraged to use the correct subject terminology when verbalising and are rewarded when successful in the use of it.

Impact

How will teachers judge impact?

Formative teacher/pupil assessment takes place after a block of learning. Teachers assess pupils' proficiency in the fundamental movement skills that are taught throughout the course of the year. These fundamental movement skills underpin all activity and therefore are an accurate indication and assessment tool to indicate children's progression and inform future teaching.

How will the impact of the P.E curriculum be evaluated?

The PE subject leader is responsible for the monitoring and evaluation of this subject area. Monitoring is scheduled to take place each term. The impact of the curriculum is judged by undertaking a series of different monitoring and evaluation activities within school. This includes: lesson observations; learning walks; pupil voice discussions; outcomes of assessments and deep dives.

