

Physical Education

Curriculum Statement

Intent

Physical education and sport are important in giving children the knowledge, understanding and the tools to make a positive impact on their own health and well-being, and in developing lifelong learning skills. At Cummersdale School we believe all children should have access to a high quality PE curriculum and PE should be an integral part of the whole school curriculum. We aim (intend) to inspire a love of sport in order to raise the level of physical activity of our pupils and aim to develop the skills and attitudes needed for every child to have a lifelong participation in physical activity and healthy living. Our PE curriculum aims to ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills to excel in a wide range of physical activities, by providing a broad, balanced and inclusive curriculum with opportunities for all.

We will provide opportunities for pupils to participate in competitive sports and activities in a safe and supportive environment both in and beyond the curriculum, where effort and hard work, as well as success, is celebrated. This will mean that all pupils have the opportunity to participate in regular competitive sport and physical activities; giving them the prospect of understanding what competition feels like, what it is like to be part of a team, and to be able to both win and lose with equal grace and respect.

At Cummersdale School we try to provide the highest quality PE for all children, of all abilities, to ensure the following Pupil Outcomes (impact on pupils):

- Pupils will enjoy PE and School sport.
- Pupils will be committed to PE and sport, value it and make it part of their lives – both in and out of school.
- Pupils will know and understand what they are trying to achieve in PE and analyse and evaluate their success.
- Pupils will understand that PE and sport are an important part of a healthy, active lifestyle.
- Pupils will gain in self-confidence by getting involved in PE and sport.
- Pupils will develop the skills and techniques they need to take part in PE and sport.
- Pupils will show a desire to improve and achieve to the highest levels in relation to their own abilities and potential.
- Pupils will develop stamina, suppleness, strength and speed to enable them to become live long participants in sport and exercise.

Implementation

Our PE curriculum will contribute to promote healthy and active lifestyles; improve emotional well-being and develop key skills such as leadership, confidence and self-discipline. It will also contribute to the development of a range of important cognitive skills, such as decision making and analysis, and social skills such as teamwork and communication. We hope this will lead to a life-long passion of being physically active.

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.

EYFS - Physical Development: ELG - Within Moving and Handling children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Within Health and Self Care children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

Key Stage 1: Pupils 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 are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils are taught to: 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.

Key Stage 2: Pupils 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. Pupils should be taught to: 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. Children also get the opportunity to swim competently, confidently and proficiently over a distance of at least 25 metres.

Where possible we draw on external expertise to further enhance our curriculum. This has included using a badminton coach and using Enjoy-a-Ball for balance and co-ordination skills,

but also taking children to Carlisle Gym Club for gymnastics, Carlisle Squash Club for squash, Chatsworth Tennis Club for tennis and Eden Rock Climbing Centre for bouldering.

We understand that competition is often linked to PE/Sport so enable all pupils to take part in whole school events such as House Cross-Country and Sports Day. We then have inter House events which allow those who want to take part, the opportunity to play competitively. As a school we compete well against other schools of a similar size and our children enjoy the challenge. We hold a sports week each year, train sports leaders in Y5 and attend the ACE Dance Festival. We believe these experiences are just some of the memories which we try to provide for our pupils.

The school realises the importance of getting pupils to see sport being played well by professionals and pupils have been fortunate in recent years to visit Carlisle United and an England T20 match at Durham C.C. The school has also been visited by an Olympic Gymnast, an International Wheelchair Basketballer, and a contemporary Indian Dancer.

PE features regularly in our after school programme with clubs having been run for netball, football, cricket, gymnastics, yoga, rounders and athletics as well as the more unusual sports of orienteering and geocaching.

The school residential allows children to gain new experiences with activities such as canoeing, abseiling and archery. Children in Y5/6 take part in Bikeability Training every other year and each class takes part in a school walk each summer allowing children to experience the wonderful countryside which is on our doorstep.

The school is well resourced for PE with the Multi Use Games Area which was resurfaced in 2019 enabling sports to be played all year round. A good range of quality equipment has been accumulated and is stored in the PE Container.

There is a genuine interest in PE amongst the staff and members of staff have received training and have coaching qualifications to quite a high standard.

Children with additional needs are included in whole class lessons and teachers support as necessary. Activities are adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistant support.

Impact

Ongoing assessments take place throughout the year using the Scholarpack M.I.S. Teachers use this information to inform future lessons ensuring children are supported and challenged appropriately. This informal assessment also involves feedback from pupils on their achievements and progress via pupil interviews.

Pupils in the Early Years are assessed within Moving and Handling and this progress is tracked termly using the Scholar Pack system. Age related expectation levels are reported to parents at the end of the Reception year.

Perhaps the best way of measuring the impact is seeing the achievements of the children in the school. In recent years we have been Carlisle Small Schools Champions at Cricket, Tennis, Gymnastics and Football, going on to represent Cumbria in the latter.

PE is the most popular subject for many children and it is taught well throughout the school. The children enjoy taking part in all aspects of PE whether this be in school or competitive sport in a wider context.

The PE Subject Leader monitors the progress of pupils' by observing the work taking place. Through the monitoring of the evidence and discussion with pupils and staff, any gaps in learning can be identified.

Curriculum Map

Cycle A	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Reception</u>	<p>Multi-skills:Balance, Different ways of moving, Negotiate space, Travelling with confidence,Refining fundamental skills.</p> <p>Games: Ball skills: throwing, catching, kicking, Using different sized balls, Follow the rules of a game</p>	<p>Dance: Move energetically, Copy basic actions, Move to music, Negotiate space, I can perform teacher led warm ups.</p> <p>Gymnastics: Balance, Core muscle strength, Jumping and landing , Awareness of space.</p>	<p>Games: Ball skills: throwing, catching, kicking, Using different sized balls, Follow the rules of a game</p> <p>Athletics: races, throwing and jumping - Sports Day</p>
<u>Year 1 and 2</u>	<p>Dance: Copy, repeat and explores basic movements, remember moves and steps, move to music Evaluation: Comment on their own and others performances, how to improve and use correct vocabulary.</p> <p>Gymnastics: Copy and explore movement, perform different body shapes and at different levels and speeds, jumps, balances and linking movements..</p>	<p>Dance:Vary levels, size and speed, change direction, use space, use dance vocabulary. Put a sequence together and improvise</p> <p>Gymnastics: Explore and create pathways, use equipment to create a sequence, Link movements to create a sequence. Rolls, vault, ways of travelling.</p> <p>Multiskills: Travel by running and jumping, perform a range of throws, receive a ball, hitting and striking to develop hand-eye coordination.</p>	<p>Games: Send a ball in a range of ways, travel with a ball, apply skills to game situations, develop own games with peers, understand the importance of rules, develop tactics and develop attacking and defending skills.</p> <p>Athletics: Running at different speeds and directions, jump from standing, throw showing control (javelin), complete obstacle courses.</p> <p>Healthy lifestyles: Effect and importance of exercise on the body,</p>
<u>Year 3 and 4</u>	<p>Circuit training: to travel in different ways, change direction while travelling, change speed while travelling, hold a balance with control, with support and encouragement, begin to coordinate different body parts, practise exercises and look for improvement over time.</p> <p>Gymnastics - shape: show some control and coordination when making simple static shapes/positions, make basic shapes/positions in the air when taking off from low-level apparatus, create short and simple sequences and remember these actions with some accuracy and consistency, perform safely, using the apparatus with some confidence, know what symmetry means and make symmetrical shapes, begin to analyse the work of others.</p> <p>Invasion games - Hockey: pass, receive and travel with the ball with some control and accuracy, know how to win the ball back by tackling and intercepting, begin to use and create space to pass and receive the ball, identify some areas that could be improved in games</p>	<p>Dance Romans: follow instructions to perform actions, perform actions to communicate ideas, put actions together to tell a story, perform a number of movement phrases in a longer dance, perform a number of movement phrases in unison and canon within a group, show awareness of control when performing, evaluate movement phrases ready for performance.</p> <p>Orienteering: follow the directions given to them, with support, with support, can give directions using appropriate terminology, understand the concept of a map and use a key and symbols on a simple map, with support if necessary, orientate a map, with support if necessary, know the meaning of some common map symbols, understand what orienteering involves and know some of the basic orienteering symbols.</p>	<p>Cricket : to move and position themselves into a ball's pathway when attempting to make a catch, understand the importance of keeping sight of the ball at all times, throw a ball overarm using a learnt technique, think about body positioning when throwing a ball at a target, stop a ball rolling towards them at times, stand correctly as a batsman, using some elements of the cricket bat grip to hold a bat, strike a ball, sometimes going in their chosen direction, attempt to bowl overarm, with a straight arm and the correct grip, take part in a Kwik Cricket game</p> <p>Athletics: practise existing basic running, throwing and jumping skills, demonstrate some control and coordination when running and performing a jump or throw, begin to combine running with jumping over hurdles, perform the standing long jump with some control, perform the underarm, overarm and push throws with some control, accuracy and success, compete against self and others and demonstrate some improvements to achieve their personal best, identify aspects of how a skill or technique has been performed and begin to suggest ways to improve performance</p>

<p><u>Year 5 and 6</u></p>	<p>Invasion Games: Netball - position and movement, creating scoring opportunities</p> <p>Gymnastics: Developing a more advanced level of strength, stability and flexibility through various bodyweight activities - Include in a sequence set pieces, choosing the most appropriate linking elements.</p>	<p>Dance: Greeks Perform dances using a range of movement patterns</p> <p>Gymnastics: develop flexibility, strength, technique, control and balance</p>	<p>Striking and Fielding- Cricket - Bowling overarm with correct technique - Batting for accuracy (shot selection and placement) - Batting for power (distance) - Increasing number of outs achieved as a fielding team</p> <p>OAA- take part in outdoor and adventurous activity challenges both individually and within a team</p>
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<u>Cycle B</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p><u>Reception</u></p>	<p>Multi-skills:Balance, Different ways of moving, Negotiate space, Travelling with confidence,Refining fundamental skills.</p> <p>Games: Ball skills: throwing, catching, kicking, Using different sized balls, Follow the rules of a game</p>	<p>Dance: Move energetically, Copy basic actions, Move to music, Negotiate space, I can perform teacher led warm ups.</p> <p>Gymnastics: Balance, Core muscle strength, Jumping and landing , Awareness of space.</p>	<p>Games: Ball skills: throwing, catching, kicking, Using different sized balls, Follow the rules of a game</p> <p>Athletics: races, throwing and jumping - Sports Day</p>
<p><u>Year 1 and 2</u></p>	<p>Gymnastics: Copy and explore movement, perform different body shapes and at different levels, jumps, balances and linking movements..</p> <p>Dance: Copy and explores basic movements, remember moves and steps, move to music</p> <p>Evaluation: Comment on their own and others performances, how to improve and use correct vocabulary.</p>	<p>Dance:Vary levels, size and speed, change direction, use space, use dance vocabulary. Put a sequence together and improvise</p> <p>Gymnastics :Explore and create pathways, use equipment to create a sequence, Link movements to create a sequence. Rolls, vault, ways of travelling.</p> <p>Multiskills:Travel by running and jumping, perform a range of throws, receive a ball, hitting and striking to develop hand-eye coordination.</p>	<p>Games: Send a ball in a range of ways, apply skills to game situations, develop their own games with peers, understand the importance of rules, develop tactics and develop attacking and defending skills.</p> <p>Athletics: Running at different speeds, jump from standing, throw showing control (javelin) Complete obstacle courses.</p> <p>Healthy lifestyles: Effect and importance of exercise on the body,</p>
<p><u>Year 3 and 4</u></p>	<p>Circuit training: follow instructions and act on advice to complete a set of exercises, identify the way they feel after exercise, identify the core muscles and participate in simplified exercises which use these muscles, with discussion, set their own targets for improvement.</p> <p>Gymnastics - Shape and Balance: hold a balance on three and four-points of their body, say what is good about their own and others' performances, work with a partner, listening to and sharing ideas, show some control when forming shapes, choose some linking actions and movements to create a gymnastics partner routine, use their</p>	<p>Athletics: recognise and name some athletic events and techniques, practise existing basic running, throwing and jumping skills, show some control and coordination when running and performing a jump or throw, combine and apply new skills and techniques with some success when participating in running, jumping and throwing activities and games, recognise how a skill or technique has been performed, but not necessarily how to improve performance.</p> <p>Orienteering: follow the directions given to them, with support, with support, can give directions using appropriate terminology, understand the concept of a map and use a key</p>	<p>Basketball: use elements of the correct technique to pass the ball over a range of distances/dribble and shoot, sometimes combine dribbling and passing at a walking pace, know the rules for pivoting and sometimes perform this skill, using the correct footwork, use at least one technique while dribbling to protect the ball from a defender to keep possession, adopt elements of the defensive stance when marking, understand and sometimes use attacking and defending skills and tactics to contribute towards the success.</p> <p>Rounders: hold and swing a rounders bat correctly in order to connect with a bowled ball, bowl a rounders ball using the</p>

	<p>technique, strength, flexibility and control to hold four-point balances on their own and with a partner, including counterbalances.</p> <p>Dance - Extreme Earth: respond to stimuli, change their movements according to different stimuli, combine and link a small number of movement phrases and patterns, work cooperatively with a partner and in a small groups, begin to understand the importance of warming up, begin to identify strengths and areas in which they could improve.</p>	<p>and symbols on a simple map, with support if necessary, orientate a map, with support if necessary, know the meaning of some common map symbols, understand what orienteering involves and know some of the basic orienteering symbols.</p>	<p>correct technique in order to reach the batter, catch a ball accurately when it is thrown directly to them, accurately throw a ball overarm and underarm in the right direction.</p>
<u>Year 5 and 6</u>	<p>Invasion Games: Hockey Dribbling successfully at speed</p> <ul style="list-style-type: none"> - Dribbling past opponents - Completing action with either a pass or shot - Attacking as an individual - Attacking as a team <p>Gymnastics: develop flexibility, strength, technique, control and balance</p>	<p>Dance: World War 2 Dance - Exploring movement responses to music, including changes in rhythm, level, direction and speed</p> <p>Net/wall Activities</p>	<p>Athletics: develop flexibility, strength, technique, control and Balance use running, jumping, throwing and catching in isolation and in combination</p> <p>OAA: take part in outdoor and adventurous activity challenges both individually and within a team</p>