

## PE CURRICULUM INTENT



## KNOWLEDGE & SKILLS



The fundamental movement skills of **AGILITY, BALANCE & COORDINATION** (ABC's) are the thread to our PE curriculum both in our **6 Focus Sports** of Karate, Gymnastics, Dance, Cricket, Tennis and Netball and the **Real PE** programme:

- > **AGILITY:** The ability to move quickly & easily. The ability think & understand quickly
- > **BALANCE:** The ability to stay upright. The ability to stay in control of body movement
- > **COORDINATION:** The ability to move two or more body parts under control, smoothly and efficiently.

**Real PE** teaches the multi-ability focus areas (COGs) of **Personal, Social, Cognitive, Creative, Physical and Health and Fitness** that ensures all aspects of physical education are covered, not just the knowledge and skills of our **Focus Sports**. It also covers the fundamental movement skills of agility, balance (static, counter, dynamic & dynamic balance to agility) and coordination.

Our **Focus Sports** and **Real PE** curriculum plans ensure there is a **clear curriculum progression in knowledge, skills, concepts and vocabulary** from EYFS to Year 6, so that the children are *knowing more, remembering more and doing more*. Our curriculum delivers above and beyond the expectations laid out in the EYFS and KS1&2 National Curriculum.

## CULTURAL CAPITAL



PE helps us to be healthy and active individuals. It introduces us to a variety of different games, sports and approaches that each require different types of skills. Physical education also teaches us how to work well in a team and be tolerant of others. It teaches us how to be fair and honest whilst being passionate with a drive to succeed. Our participation in PE gives us a lifelong skill that is beneficial to both our bodies and minds.

Our 6 focus sports are taught by a qualified coach, linked to a local club or organisation, and delivered alongside the class teacher. This has a threefold impact: high quality lessons for the children, upskilling of teachers PE teaching practice (creating a legacy) and forging links with a local club that children can attend, some of whom may receive an initially bursary from school and club to kickstart a lasting enjoyment and passion for the sport. The children will receive, on average, 6 weeks of a focus sport coaching a year in school.

## EXPERIENCES



### Global & National Events:

The Olympics, Commonwealth Games, World and European Tournaments, Tour de France

### 50 Things to do before you leave Standlake Primary School:

Step it up, Wild Swim, Adventure (Complete an adventurous activity), Conquer (Complete an endurance activity), Play to the whistle (a competitive sports game or match), Coach (to teach someone a skill), Treasure hunt (Orienteering challenge), Ride a bike (Learn how to ride a bike safely)

### Activities & Events:

Eynsham Partnership Academy competitions  
Standlake Inter-House Competitions  
Oxfordshire County competitions

## CHARACTER



### We focus on:

- Our school value of **COURAGE** that expects the children to **HAVE A GO**
- Promoting an **ENJOYMENT** of sport
- Developing **STAMINA** so that there is a sustained level of concentration and physical activity throughout the lesson
- Evaluating and improving their own and others performance
- **Winning Humbly & Losing Gracefully**, in any game situation

**Roots that strengthen:** Learning about a new sport and social, physical, personal, creative, cognitive, health and fitness skills

**Branches that reach:** The resilience to keep trying and applying the the new skills learnt

**The flourishing fruit:** Confidently and successfully leading a healthy lifestyle through an active lifestyle and sport.

### We see & measure the impact by:









*Pupil Conferencing*  
*Development Drop Ins*  
*Staff Reflective Practice*  
*Pupil attendance at local clubs*  
*Summative & Formative Assessments*



## REAL PE Curriculum Knowledge, Skills and Concepts Progression

Each term there is a **Real PE** multi-ability focus (COGs): Personal, Social, Cognitive, Creative, Physical and Health and Fitness that ensures all aspects of physical education are covered, not just the knowledge and skills of one of our **Focus Sports**. The COGs have a clear learning progression from EYFS to Year 6, ensuring that the children are knowing more, remembering more and doing more. The detailed learning outcomes can be found in the year groups teaching programme.

Outlined below is a general overview of the EXPECTED learning outcomes for each of the COGs. This is the minimum level we would like children to achieve at the end of each phase of their education. Teachers have access to the *emerging* and *exceeding* expectations in the **Real PE** teaching programme pack to support differentiation, where appropriate. The coaches and teachers delivering our **Focus Sports** also incorporate these expectations into their lessons.

COG	Reception/EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
 Personal	I enjoy working on simple tasks with help.	I can work on simple tasks by myself.  I can follow instructions and practice safely.  I try several times if at first I don't succeed and ask for help when appropriate.	I have begun to challenge myself.  I know where I am with my learning.	I can persevere with a task and improve my performance through regular practice.  I cope well and react positively when things become difficult.
 Social	I can play with others and take turns and share with help.	I can work sensibly with others.  I can help, praise and encourage others in their learning.	I am happy to show and tell others about my ideas.  I show patience and support others listening carefully to them about their work.	I help organise rules and responsibilities and can guide a small group through a task.  I cooperate well with others and give helpful feedback.
 Cognitive	I can follow simple instructions.	I can name some things I am good at.  I can understand and follow simple rules.  With help, I can recognise similarities and differences in performances.  I can explain why someone is working or performing well.	I have begun to identify areas for improvement.  I can explain what I am doing well.	I can use my awareness of space and others to make good decisions.  I can understand ways (criteria) to judge performance.
 Creative	I can observe and copy others.	I can explore and describe different movements.  I can select and link movements together to fit a theme.  I can begin to compare my movements and skills with those of others.	I can respond differently to a variety of tasks.  I can make up my own rules and versions of activities.  I can recognise similarities and differences in movements and expression.  I can make up my own rules and versions of activities.	I can change tactics, rules or tasks to make activities more fun or more challenging.  I can develop sequences that express my own ideas.
 Physical	I can move confidently in different ways.	I can perform a small range of skills and link two movements together.  I can perform a single skills or movement with some control.  I can perform a sequence of movements with some changes in level, direction or speed.  I can perform a range of skills with some control and consistency.	I can select and apply a range of skills with good control and consistency.  I can perform and repeat longer sequences with clear shapes and controlled movement.  I can select and apply a range of skills with good control and consistency.	I can link actions together so they flow.  I can perform a variety of movements and skills with good body tension.
 Health and Fitness	I am aware of changes to the way I feel when I exercise.	I am aware of why exercise is important for good health.  I use equipment appropriately and move and land safely.  I can say how my body feels before, during and after exercise.	I can explain why we need to warm-up and cool down.  I can describe how and why my body changes during and after exercise.	I can record and monitor how hard I work.  I can explain how often and how long I should exercise to be healthy.  I can describe the basic fitness components.

## The Cricket Curriculum at Standlake CE Primary School

**Cricket** is one of the 6 focus sports at Standlake. Each week a qualified coach, linked to a local club or organisation, delivers a lesson alongside the class teacher. This has a threefold impact: high quality lessons for the children, upskilling of teachers PE teaching practice (creating a legacy) and forging links with a local club that children can attend, some of whom may receive an initially bursary from school and club to kickstart a lasting enjoyment and passion for the sport. The children will receive, on average, 6 weeks of **cricket** coaching a year in school.

Standlake’s focus on the fundamental movement skills of **AGILITY, BALANCE & COORDINATION** informs the **cricket** curriculum outcomes.

Our **cricket** curriculum plan sets out expectations to the ABC skills for each key phase of the primary curriculum. However, there are other ongoing knowledge, skills, concepts and vocabulary that the children will learn throughout the **cricket** teaching and learning, as well as the Real PE COGs outlined on page 2:

- Our school value of **COURAGE** that expects the children to **HAVE A GO**
- Promoting an **ENJOYMENT** of sport
- Developing **STAMINA** so that there is a sustained level of concentration and physical activity throughout the lesson
- ‘Winning Humbly & Losing Gracefully’, in any game situation
- The **Dynamos Cricket** rules
- The roles, responsibilities & positions of a **cricket** team
- Develop and knowledge and understanding of **cricket** vocabulary:  
**Ball, Bat, Batter, Boundary, Bowler, Duck, Fielder, No-ball, Off-side, On-Side, Out, Pitch, Run-chase, Run-up, Spin, Swing, Walk, Wicket, Wicketkeeper, Wide & Yorker**

ABC	Reception/EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Agility</b>  <i>The ability to move quickly &amp; easily. The ability think &amp; understand quickly.</i>	To move body or objects into a space with increasing speed	To throw a ball in a direction or at a specific target, as instructed  To hit a ball (off a tee) into space, as directed  To collect and return a moving ball	To combine a MOVE-STAR-BOWL action at walking pace  To start understanding when and where to strike the ball depending on the delivery or field positions  To start understanding where and how to move to in response to the bowler or batter and do so with increasing speed.	To begin to use a smooth run up, side on and bowl action  To consistently strike (or not) the ball effectively in response to the type of delivery and field positions  To confidently move into a field position in preparation or to respond to actions of the bowler or batter
<b>Balance</b>  <i>The ability to stay upright The ability to stay in control of body movement</i>	To keep a good balance while performing different actions and movements with increasing speed	To keep a good balance when throwing a ball at a target  To strike a static or moving ball with control  To stop a moving ball while staying in control of body movement	To combine a MOVE-STAR-BOWL action at walking pace  To have a stable base and balance when striking a ball at increasing distances  To get into a stable balanced position to stop, catch and throw	To begin to use a smooth run up, side on and bowl action while maintaining good balance  To hold the right balance for a variety of shots (defence or attack)  To maintain a stable balanced position to stop, catch and throw under pressure (speed of ball or strike)
<b>Coordination</b>  <i>The ability to move two or more body parts under control, smoothly and efficiently.</i>	To roll/throw a beanbag or ball  To hit a static beanbag or ball (of a larger size) from a tee  To stop a moving ball (of a larger size)	To throw a ball at a target  To strike a moving ball (of a larger size) with a bat  To stop and catch a moving ball (of a larger size)	To develop and improve an effective bowling technique with increasing directional accuracy e.g. straight line  To be able to increase backswing and follow through  To link field/catch and throw movements together to get rid of the ball quickly but with accuracy	To consistently bowl with control, smoothly and efficiently for different lines and length  To use body, arms and legs to hit where the fielders are not  To maintain a stable balanced position to stop, catch and throw under pressure (speed of ball or strike)
	<b>Roots that Strengthen</b>		<b>Branches that Reach</b>	<b>Fruit that Flourishes</b>

## The Tennis Curriculum at Standlake CE Primary School

**Tennis** is one of the 6 focus sports at Standlake. Each week a qualified coach, linked to a local club or organisation, delivers a lesson alongside the class teacher. This has a threefold impact: high quality lessons for the children, upskilling of teachers PE teaching practice (creating a legacy) and forging links with a local club that children can attend, some of whom may receive an initially bursary from school and club to kickstart a lasting enjoyment and passion for the sport. The children will receive, on average, 6 weeks of **tennis** coaching a year in school.

Standlake's focus on the fundamental movement skills of **AGILITY, BALANCE & COORDINATION** informs the **tennis** curriculum outcomes.

Our **tennis** curriculum plan sets out expectations to the ABC skills for each key phase of the primary curriculum. However, there are other ongoing knowledge, skills, concepts and vocabulary that the children will learn throughout the **tennis** teaching and learning, as well as the Real PE COGs outlined on page 2.

- Our school value of COURAGE that expects the children to HAVE A GO

Promoting an ENJOYMENT of sport

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- Developing STAMINA so that there is a sustained level of concentration and physical activity throughout the lesson
- 'Winning Humbly & Losing Gracefully', in any game situation
- The **tennis** rules and how to score
- The roles, responsibilities & positions of a those involved in a **tennis** match
- Develop and knowledge and understanding of **tennis** vocabulary:  
**Advantage, Ball, Backhand, Baseline, Crosscourt, Deuce, Fault, Forehand, Grip (continental, chopper, hammer), Hit, In, Linesman, Lob, Net, Out, Overarm, Racquet, Recover, Ready Position, Serve, Service Line, Spin, Swing, Topspin, Underarm, Umpire,**

ABC	Reception/EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Agility</b> <i>The ability to move quickly &amp; easily. The ability think &amp; understand quickly.</i>	To move (forwards, backwards, sideways) to different places on the court	To move (forwards, backwards, sideways) to different places on the court, with increasing speed	To move from a ready position to forehand/backhand position quickly	To be able to MOVE-HIT-RECOVER (facing forward) in a simple game situation
<b>Balance</b> <i>The ability to stay upright. The ability to stay in control of body movement</i>	To move and hold different body shapes	To stay in control of body movements as they move to different places around the court	To keep a good balance when tapping the ball back and forth to a partner  To have some control of body movement when trying a MOVE-HOT-RECOVER approach	To maintain balance when using the correct swing technique (forehand & backhand)  To be in control of the body movement when taking a MOVE-HIT-RECOVER approach
<b>Coordination</b> <i>The ability to move two or more body parts under control, smoothly and efficiently.</i>	To roll/throw a beanbag or ball in a forward's direction  To tap a static beanbag or ball in a forwards direction	To tap a ball to a partner or space  To hold the racket in the correct position for different purposes	To be able to tap the ball back and forth to a partner, sometimes over a net  To begin to use the correct swing technique (forehand & backhand) when hitting a ball  To serve (and return) the ball into a space	To be able to tap the ball back and forth to a partner with increasing consistency, over a net  To use the correct swing technique (forehand & backhand) when hitting a ball  To serve (and return) the ball correctly and begin to purposefully aim for the space to score
	Roots that Strengthen		Branches that Reach	
			Fruit that Flourishes	

## The Dance Curriculum at Standlake CE Primary School

**Dance** is one of the 6 focus sports at Standlake. Each week a qualified coach, linked to a local club or organisation, delivers a lesson alongside the class teacher. This has a threefold impact: high quality lessons for the children, upskilling of teachers PE teaching practice (creating a legacy) and forging links with a local club that children can attend, some of whom may receive an initially bursary from school and club to kickstart a lasting enjoyment and passion for the sport. The children will receive, on average, 6 weeks of **Dance** coaching a year in school.

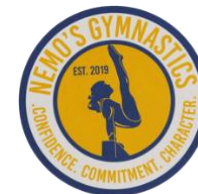
Standlake's focus on the fundamental movement skills of **AGILITY, BALANCE & COORDINATION** informs the **dance** curriculum outcomes.

Our **dance** curriculum plan sets out expectations to the ABC skills for each key phase of the primary curriculum. However, there are other ongoing knowledge, skills, concepts and vocabulary that the children will learn throughout the **dance** teaching and learning, as well as the Real PE COGs outlined on page 2.

- Our school value of COURAGE that expects the children to HAVE A GO
- Promoting an ENJOYMENT of sport
- Developing STAMINA so that there is a sustained level of concentration and physical activity throughout the lesson
- Develop and knowledge and understanding of **dance** vocabulary:  
**Choreography, Counts/Phrasing, Canon/Unison, Action/Space/Dynamics/Relationships, Pattern/Pathways/Direction/Travel, Feeling/Expression, Levels, Repetition, Perform/Appreciate, Rhythm/Speed,**

ABC	Reception/EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Agility</b> <i>The ability to move quickly &amp; easily. The ability think &amp; understand quickly.</i>	To travel in different pathways using the space around them	To begin to copy, remember and repeat a series of actions and movements	To copy, remember and adapt set choreography to create a short dance phrase to communicate and idea	To perform dances confidently and fluently with good timing
<b>Balance</b> <i>The ability to stay upright The ability to stay in control of body movement</i>	To use travelling actions, shapes and balances	To begin to use different pathways, levels, shapes, directions, speeds and timings with improving balance	To choose and use different pathways, levels, shapes, directions, speeds and timings while maintaining some balance	To maintain a good balance and body control while performing a variety of choreographed phrases using different pathways, levels, shapes and directions
<b>Coordination</b> <i>The ability to move two or more body parts under control, smoothly and efficiently.</i>	To begin to move with expression and in response to music	To begin to show character, through actions and expression while moving in time to music	To use counts to keep in time when choreographing short phrases that start to use different dynamics (swinging, suspend, vibratory, sustained, percussive and collapse) to music	To improvise and combine dynamics (swinging, suspend, vibratory, sustained, percussive and collapse), using counts when choreographing and performing
	Roots that Strengthen		Branches that Reach	Fruit that Flourishes

*Add flexibility, strength, technique to aid balance  
 Link learned skills to actions and sequence of movement  
 Communicate ideas, collaborate and evaluate for improvement*



## The Gymnastics Curriculum at Standlake CE Primary School

**Gymnastics** is one of the 6 focus sports at Standlake. Each week a qualified coach, linked to a local club or organisation, delivers a lesson alongside the class teacher. This has a threefold impact: high quality lessons for the children, upskilling of teachers PE teaching practice (creating a legacy) and forging links with a local club that children can attend, some of whom may receive an initially bursary from school and club to kickstart a lasting enjoyment and passion for the sport. The children will receive, on average, 6 weeks of **gymnastics** coaching a year in school.

Standlake's focus on the fundamental movement skills of **AGILITY, BALANCE & COORDINATION** informs the **gymnastics** curriculum outcomes.

Our **gymnastics** curriculum plan sets out expectations to the ABC skills for each key phase of the primary curriculum. However, there are other ongoing knowledge, skills, concepts and vocabulary that the children will learn throughout the **gymnastics** teaching and learning, as well as the Real PE COGs outlined on page 2.

- Our school value of **COURAGE** that expects the children to **HAVE A GO**
- Promoting an **ENJOYMENT** of sport
- Developing **STAMINA** so that there is a sustained level of concentration and physical activity throughout the lesson
- Develop and knowledge and understanding of **gymnastics** vocabulary:  
**Arch, Apparatus, Bridge, Bounce, Crawl, Curl, Hop, Handstand, Jump (tuck, straight, pencil, pike, straddle), Flexibility, Straight, Relax, Roll, Star, Skip, Straddle, Stride, Stretch, Shuffle, Sequence, Shape, Split, Tuck, Travel, Pike,**
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ABC	Reception/EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
<b>Agility</b> <i>The ability to move quickly &amp; easily. The ability think &amp; understand quickly.</i>	To create shapes showing a basic level of stillness using different parts of the body  To move around space with control  To make the body relaxed and stretched	To be able to jump and land safely  To use some variations of shape, speed and direction in their movement  To make the body tense, relaxed, curled and stretched	To start to perform basic jumps incorporating some different shapes, landing safely  To use variations of shape, speed levels, direction and pathways in a sequence	To demonstrate basic jumps showing a variety of shape and show flight using hands and feet, landing safely  To use variations of shape, speeds, levels, direction and pathways in a sequence
<b>Balance</b> <i>The ability to stay upright The ability to stay in control of body movement</i>	To balance on small/large body parts	To take body weight on different body parts, with and without apparatus	To demonstrate control and technique when taking own and others weight, for increasing lengths of time	To combine and perform more complex balances with increasing strength, control, technique and fluency, with and without apparatus
<b>Coordination</b> <i>The ability to move two or more body parts under control, smoothly and efficiently.</i>	To copy and link simple actions together	To copy, remember and repeat simple actions	To plan and perform 2-3 simple actions that begin to flow into one another both on and off apparatus	To confidently transition from one action to another showing appropriate control
	<b>Roots that Strengthen</b>		<b>Branches that Reach</b>	<b>Fruit that Flourishes</b>