




THE VAYNOR CURRICULUM

PHYSICAL EDUCATION SEQUENCE



INTENT

 <p>Love for Learning: Children will develop a love for becoming physically confident and adept in a way which supports their health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values. Our children will understand that being physically active is more than just playing sport but is a positive lifestyle decision.</p>	 <p>Enquiring Minds: Children will develop the values of teamwork and sportsmanship and articulate the value of being physically active in our modern society. They will understand that being physically active is more than just playing sport but is a positive lifestyle decision.</p>	 <p>World Wise: Through the power of physical activity, we will grow children who understand the position of sport within a local, national and global context. Through sport, children will feel like they belong and will have the opportunity to represent themselves and their communities through local and national events.</p>
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	Fundamentals & Multi Skills	Games	Gymnastics	Dance	OAA & Fitness
EYFS	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. March/run for coordination. Experiment with different ways of throwing Experiment with different ways of jumping Experiment with different ways of moving (agility)	Work with friends in a team to participate in sports day events– taking turns effectively. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Developing overall body strength, balance, co-ordination and agility.	Experiment with different shapes and jumps. Participate in different ways of rolling in shapes and move along the floor in different ways. Learn and refine a variety of shapes, jumps, balances and rolls. Link simple balance, jump and travel actions.	Participate with different ways of moving and with actions at different levels. Move around as different characters or animals to the music Copy and repeat sequences and movement patterns, which are related to rhythm and music Count and move to beats of 8	Find central points in different environments (e.g. playground and field) Use positional language. Recognise how they have improved. Recognise changes in their body as they exercise (linked to Managing self ELG)

<p>Year 1</p>	<p>Practise running, jumping, throwing, and catching with a range of equipment.</p> <p>Increase stamina and core strength</p> <p>Participate in a broad range of opportunities to extend strength, balance, agility and coordination</p> <p>Keep their own score in simple skills and become competitive against themselves.</p> <p>Preparing for and explaining the reasons why we enjoy exercise.</p>	<p>Participate in team games cooperatively knowing and explaining the rules or sequence of actions.</p> <p>Use and apply simple strategies for invasion games</p> <p>Develop sending and receiving skills</p> <p>Track, intercept and stop a variety of objects such as balls or beanbags</p> <p>Introduce the concept of simple tactics</p>	<p>Develop balance, agility and co-ordination:</p> <p>Show different shapes</p> <p>Show different balances</p> <p>Show different ways to travel, roll, step and turn</p> <p>Perform basic actions with control.</p> <p>Perform with simple unison and canon techniques</p> <p>Talk about what they are doing using appropriate vocabulary.</p>	<p>Perform dances using simple movement patterns:</p> <p>Compose and link actions to make simple movement phrases with control.</p> <p>Able to build simple movement patterns from given actions</p> <p>Watch and copy a partner.</p> <p>Perform an action in unison with a partner.</p> <p>Talk about what they are doing using appropriate vocabulary.</p>	
<p>Year 2</p>	<p>Practise running, jumping, throwing and catching with a range of equipment and in a variety of situations.</p> <p>Experience and improve on running and jumping for distance and height</p> <p>Keep score or measure in a range of events and become competitive against themselves and pre-set benchmarks.</p> <p>Reflect on activities and make connections between a healthy active lifestyle</p>	<p>Participate in team games developing an understanding of working together as a team.</p> <p>Begin to hit and return a ball using hands and bats with some consistency</p> <p>Develop feeding and bowling skills</p> <p>Recall and link combinations of skills e.g. dribbling, passing</p> <p>Select and apply a small range of simple tactics appropriate to the game</p> <p>Work on a variety of ways to score points in a variety of games</p> <p>Improve agility and coordination and use in a game</p>	<p>Develop balance, agility and co-ordination:</p> <p>Create and perform their own balances and shapes with good body tension.</p> <p>Develop body management through a range of floor exercises</p> <p>Use core strength to link recognised gymnastics elements</p> <p>Create and link balances/shapes with rolls, turns and steps.</p> <p>Attempt to use rhythm while performing a sequence</p>	<p>Perform dances using more sophisticated dance movement patterns:</p> <p>Learn a series of different actions.</p> <p>Link actions and when prompted move on to the next.</p> <p>Remember a series of actions with a partner to help them.</p> <p>Perform a series of actions from start to finish without prompt from the teacher.</p> <p>Use the same actions when repeating a short pattern. Stop when they have finished.</p>	<p>Use searching skills to find given items from clues and pictures</p> <p>Work as a pair to navigate space</p> <p>Use and explore equipment to develop coordination, problem solving and motor skills</p> <p>Carry out a series of exercises in a circuit and recognise when they have improved their performance.</p>

	Athletics	Games	Gymnastics	Dance	OAA & Fitness
Year 3	<p>Develop, running, jumping, and throwing skills Introduce javelin, standing long jump. Develop sprinting and distance running skills. Run simple relays using a baton.</p>	<p>Tennis- Hit the ball with some control and accuracy at a target or over a net. Play confidently and competitively in a simple game. Know and use simple rules and scoring to keep a game going without dispute. Rounders/Cricket- Strike a ball with confidence and control and direct it into a simple target area. Receive a ball from one direction and throw or strike it away in another direction. Understand and demonstrate the roles of bowler, batter, fielder, and wicket keeper. Football- dribble, pass and receive the ball Pass and move to retain possession. Keep possession and progress down the pitch toward the goal. Netball- Perform basic netball skills such as passing and catching using recognised throws (chest, bounce) Practise shooting into a goal. Hockey – Control a ball and pass into a space Use a defensive body position Consistently stop a moving ball ready to pass or shoot Apply basic rules to a game New Age Kurling – Use the stones to reach a target Begin to control the pace of the stones</p>	<p>Develop flexibility, strength, technique, control and balance Modify actions independently using different pathways, directions, and shapes Develop body management over a range of floor exercises Attempt to bring more explosive moves into floorwork through a variety of jumps Begin to show more flexibility in shapes and balances Show creative ways in and out of balances including forward rolls. Show and include a range of rolls in their sequences.</p>	<p>Perform dances using a range of movement patterns Use different speeds, levels and feelings (dynamics) when creating movement. Perform different sections of a dance aiming to put together a performance.</p>	<p>Orienteering: To work with others to solve problems. To lead others and be led To use different strategies to solve problems.</p> <p>Fitness: Follow a circuit of simple exercises and discuss the skills they are developing.</p> <p>Skip individually forwards, skip with a large rope.</p>

		<p>To move the stones a required distance</p> <p>Tri-golf- To perform some basic golf skills, chipping and putting To compete against self and others in sportsmanlike way</p>			
<p>Year 4</p>	<p>Develop running, jumping, throwing skills: Practise previous skills. Introduce chest push,- measure using track lines. Practise baton changes facing runners (up and down relay). Time/measure to the nearest metre/ 10th of a second.</p> <p>Discuss the effect of exercise on their body and the importance of warming up, cooling down, varying activity, and staying hydrated.</p>	<p>Tennis- use a variety of throws/hits to play a zoned game. Begin to use a racket to show greater control of a ball. Know and use simple rules and scoring to keep a game going without dispute.</p> <p>Rounders/Cricket Throw accurately and be a reliable bowler or feeder of the ball. Strike a ball along the ground or through the air in different directions with control. Understand how to direct or place a ball into spaces and how to field the ball to return it. Combine skills to play small-sided games discussing the rules and adapting them as necessary.</p> <p>Football/Hockey/Netball/ Rounders/Tennis Play confidently in small, sided invasion games formations (3v1, 3v2, 4v4 etc.). Use a range of techniques to pass and travel with the ball. Use a range of tactics to keep possession and get into position to shoot. Understand how to dodge, mark signal for the ball and intercept.</p>	<p>Develop flexibility, strength, technique, control, and balance: Create a routine and describe how they could improve it. Work in unison and canon with a partner. Become increasingly competent and confident to perform skills more consistently Be able to change height, speed and direction in sequences. Refine taking weight on small and large body parts e.g. hand and shoulder.</p>	<p>Dance: Perform dances using a range of movement patterns Show good rhythm and spatial awareness. Include freeze frames in routines. Develop a dance to perform as a group, trio, duo, individual with a starting position. Develop choreography and devising skills in relation to a theme</p>	<p>Try different methods for achieving the criteria and evaluate which is the best and why. Discuss differences and similarities between their own and others' performances. Discuss what actions are more effective. Say why they chose one action rather than another. Describe changes they intend to make that are likely to meet the success criteria more effectively.</p> <p>Leadership – act as a partner, record measurements and times, give advice, keep score in slow paced games such as tennis.</p> <p>Fitness: Follow and create circuits using stamina exercises and skills linked to other sports.</p> <p>Skip forwards and backwards with an individual rope, jump in and out of a large rope.</p>

		<p>To increase speed and endurance during gameplay</p> <p>Develop netball skills such as marking and footwork</p> <p>Apply basic shooting techniques</p> <p>Play within the rules.</p> <p>Discuss the differences between the different invasion games as they encounter them and identify skills that can be transferred or need adapting.</p> <p>Identify different positions and the roles in those positions</p>			
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Opportunities for competition:

Opportunities for competition should develop throughout the school with a greater range of opportunities being given to the oldest pupils. Competition opportunities take the following forms:

Personal challenge: All pupils should have personal challenge opportunities within lessons where they compete against their own previous attempts or pre-set benchmarks.

Intra-school competitions: These competitions are run in school. At KS2 they should be included at the end of units of work. They can be as simple as ‘last man standing bouncing the ball on the racket’ or take the form of a mini-tournament as appropriate.

Year group events will also be run throughout the year to promote competition and identify possible competitors for inter-schools’ competitions.

Inter-house sport events will be run during school time.

The culmination of the sporting year will be the Sports Days to which parents are invited.

Inter-school competitions: The school will enter a range of sporting events provided by the local sports partnership and other local providers. These involve competition with other local schools. Teams will be chosen from specific year groups after being identified in PE lessons or from the membership of specific sport clubs. Priority will be given to pupils showing the greatest level of achievement in sport-related skills and sporting values. Where possible, additional teams will be entered into events with priority for these teams being given to the oldest pupils eligible for the competition. The ability for the school to enter these events is dependent on funding and logistics of travel and staffing ratios. A record of pupils who represent the school at these events will be kept by the PE lead with the aim of offering sporting opportunities to as many Year 4 pupils as possible each year.

County Finals: Teams who win their inter-schools’ competitions may be eligible to enter County Finals against the winners from the other areas in Worcestershire. The school will attempt to make arrangements for pupils to attend these competitions, which may be held in any region of the county. Where possible, the original pupils who qualify for the event will also form the team for the County Final although pupils may have to make decisions about representing a team should the finals clash with another sporting or school event.

Regional Finals: On rare occasions, teams may qualify for a regional event (involving 2 or more counties and travel outside of Worcestershire). The school will endeavour to enable these events to take place. In this situation, arrangements will be made in consultation with the Headteacher and parents.

SMSC in PE & Sport

Spiritual

Children:

- demonstrate they are reflecting on their experiences and learning from reflection.
- show they understand human feelings and emotions and how these affect others e.g. enjoyment, disappointment.
- respect others e.g. feedback from peers, coaches, or teacher.
- accommodate difference and enable others to succeed.
- ask questions, offer ideas, and make connections e.g. healthy lifestyles.
- display creativity and imagination in developing sequences, choreography.

Social

Children

- work well co-operatively.
- take part in corporate experiences e.g. sports day, team activities, residential activities.
- demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.
- participate in school and events such as Sports Partnership events in the wider community.
- demonstrate leadership skills by acting as a house or team captain, by leading warm-ups, skills practices, play leading and officiating in games at intra school level.

Moral

Children:

- model positive relationships and interactions e.g. fairness, integrity, respect for people, resolution of conflict.
- recognise and respect rules and codes and demonstrate sportsmanship eg by shaking hands after matches, applauding opposition, fair play.
- understand infringements such as penalties and red cards as a consequence (with good grace).
- demonstrate self-discipline and recognise to achieve in sport training and application is needed.
- show an interest in investigating and offering reasoned views about moral and ethical issues e.g., match fixing, racism in sport, logos, sporting heroes.

Cultural

Children:

- address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote equality.
- express different cultures through dance.

British Values

- Pupils demonstrate mutual respect to their peers.
- Pupils work collaboratively with peers and demonstrate good teamwork.
- Pupils show sportsmanship and are gracious in defeat.
- Pupils recognise and praise the efforts and achievements of others.
- Pupils show respect for the rule of law within sports and the role of a referee/umpire and the need for safety rules.
- Pupils appreciate different cultures and their contribution to sporting history.

PE Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
<p>Run, hop, walk, skip, jump, travel, control, speed, link, slow, fast, under, through, around, high, low, shape, sequence, freeze pattern, movement, music, direction, beat, join, rhythm, step, stretch, turn, twist, throw, catch, kick, balance, gallop, roll, fair, respect, ball, hoop.</p>	<p>Run, hop, walk, skip, jump, send, receive, throw, far, straight, field, furthest, power, tag, sprint, partner, catch, hit, strike, kick, under-arm, over-arm, defend, attack, strike, balance, link, quarter, half, turn, spin, twist, canon, unison, gallop, rhythm, music, step, beat, stretch, curl, high, low, fast, slow, compose, choose, select, respond side-gallop, rock, roll, rhythm, beat, fair, heart rate, respect, sportsmanship, cooperate, ball, hoop.</p>	<p>jump for distance, jump for height, sprint, tempo, choreograph, foot dribble, hand dribble, two handed catch, underarm throw, overarm throw, throw for distance, throw for accuracy, beam, balance, body tension, control, link, low, high, levels, muscles, pattern, rock, roll, sequence, shape, speed, spin, strength, timing, travel, turn, floor mat, spring board, unison, phrase, independent, time, mirror, match, copy, repeat, mood, emotion, football, rugby ball, tennis ball, netball, basketball, feedback, warm up, cool down.</p>	<p>Run, jump, throw, agility, power, speed, track, distance, hurdles, javelins, pace, speed, agility, quickness, orienteering, direction, symbols, challenges, lead, follow, plan, trust, chip, putt, swing, strike, hole, shot, chipper, putter, clubs, stones, kurling, aim, targets, tactics, defend, attack, dribble, pass, shoot, inside of the foot, touch, possession, sticks, pitch, stop, tackle, block, quick sticks, space, mark, dodge, footwork, change of direction, teamwork, zones, batting, fielding, bowling, bases, no ball, backstop, rounders, half rounders, hit, return, points, net, underarm, overarm, solo, duo, action, timing, layers, levels, fluency, contrasting, unison, low, high, combinations, full turn half turn, explosive, power, control, different, similar, bounce, strength, pike, straddle, tuck, box splits, competition.</p>	<p>Run, jump, throw, agility, power, speed, track, force, distance, hurdles, javelins, bounce, target, take off, accuracy, fluency, contrasting, unison, low, high, combinations, full turn, half turn, explosive, power, control, similar, different, bounce, box splits, tension, travelling steps, muscles, core, stamina, partner, actions, focus, expression, floor pattern, level, rhythm, stretch, fast, slow, mood, feeling, emotions, improvisation, rehearse, choreographer, freeze frame, hit, return, net, overarm, underarm, position, batting, fielding, bowling, batsman, bowler, bases, backstop, field, strike, cross, rounder, half rounder, shot, control, defend, attack, dribble, pass, push, compete, score, shoot, inside of the foot, touch, possession, teamwork, leadership, officiate, verbal communication, nonverbal communication, technique, skill, sequence, heart, blood, muscle, cartwheel,</p>