



Ark Little Ridge
Primary Academy

PE Curriculum



“Being the best that we can be.”

Subject Intent

At ARK Little Ridge we highly value the importance of PE and believe that all children regardless of their starting points or experience outside of school should receive high quality PE education. Every pupil – especially those from disadvantaged backgrounds or with SEND – has an entitlement to physical education and ‘PE for all’ flows through the essence of our school's curriculum. The aim of our holistic sessions is not only to develop pupils physically but promote the importance of mental health and well-being and as such time is given to grow pupils cognitively, socially and emotionally. It is our vision for every child to achieve and fulfil their sporting potential as well as develop their own physical literacy. Our Ridge Values are reflected through our rigorous teaching of PE. We provide opportunities for pupils to develop their values and build transferrable life skills such as integrity, fairness, respect and oracy as well as providing them with opportunities to take part in competitive sport with determination and enthusiasm. At Little Ridge it is important to us to enrich this weekly provision by exposing our pupils to experiences and activities which may not ordinarily be accessible to them.

Implementation

Our focus is to deliver a well-rounded PE curriculum which is built upon the three pillars of progression: motor competences; rules, strategies and tactics; and healthy participation. We have dedicated a full afternoon per week for Physical Education. Across the school each afternoon consists of 3 parts where skills from previous year groups and units are revisited and built upon. Part of a session is sport related where pupils are given the chance to put skills into practise, pupils also partake in a fitness session aiming to target various elements of fitness such as aerobic fitness, flexibility, and balance. And finally, a health lesson where all elements of health are discussed including physical, social, and emotional health. We believe that this approach allows for a well-rounded knowledge and understanding of health and fitness. Teachers understand ‘STEP’ and how it can be used to ensure our lessons are inclusive and accessible to all our pupils. We use ‘Primary PE Passport’ as a base curriculum through which to deliver high quality sessions.

EYFs and Key Stage 1, In the early years, pupils need to develop a good level of fundamental movement skills which are the basic motor patterns which are not learned naturally. They include locomotor skills (running and jumping) stability skills (twisting and balancing) and manipulation skills (throwing and catching) which are best developed between the ages of 3 and 8. Our curriculum includes progression from these simple movements to more complex movements as the children get older.

In Key Stage 2, the process continues, with children learning a broader range of skills and applying them to a range of movements. Children continue to enjoy co-operating and competing, with added focus on communication. Throughout this key stage, children are exposed to a range of different sports, both traditional and new, for them to make informed choices about their own healthy and active lifestyles. As Ark Little Ridge is supported by the Hastings and Rother Sports Partnership, pupils from Year 3 to Year 6 have the opportunity to participate in variety of School Games events held across the town, which

introduce a more competitive element into sporting activities. Additionally, Year 3 attend weekly swimming lesson at a local swimming pool during the Spring term. Year 6 have an annual residential trip in the Summer term in which they undertake a series of physical and challenging activities, including: assault course; mid-ropes to high wires; climbing wall; tree climb.

Pupils from Year 1 to 6 also have the opportunity for physical activity during morning and lunchtime breaks which are well stocked with suitable resources. From Year 4, pupils can train as play leaders and learn to co-ordinate a range of active playground games. Lunchtime sports clubs are also on offer to pupils. During the Summer term, Sports Days are held for EYFS and KS1/2 covering traditional sporting activities, however the focus during these events is participation and enjoyment.

Where appropriate cross-curricular links are made through our curriculum such as in Science and PSHE but also in other less obvious areas such as Maths. Additionally, beyond dedicated PE sessions other activities are supported by a variety of sports and dance clubs. These are led by school staff and visiting professionals both at lunchtime and after-school.

Impact

Children will leave Ark Little Ridge with an enjoyment and enthusiasm for PE and sport which will continue into their future. They will be physically confident and have acquired knowledge and skills that prepare them for life in KS3 where they will develop their competence, techniques and expertise in different sports and physical activities. Importantly, they will be empowered to make positive choices which will enable them to lead healthy and active lifestyles.

Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	S & F: Fundamental movement skills 1 H: Personal Hygiene	S & F: Rocking and rolling H: Healthy body	S & F: Gym – Flight, bouncing, Jumping, landing H: Healthy food	S & F: Locomotion 1 H: Dental Health	S & F: Athletics H: Mental Health	S & F: Target games 1 H: Sun safety
Year 1	S: Fundamental movement skills 2 H: Body Parts and their Functions F: Boxercise	S: Gymnastics-wide, narrow and curled rolling and balancing H: Healthy Mind, Emotions and Goals F: Bootcamp stations	S: Locomotion 2 H: Hygiene, Medicine and Exercise F: Mighty Movers	S: Invasion game skills 1 H: Body protectors and Body Changes F: Yoga Story book	S: Dance – Under the sea H: Relationship with others and opinions F: Cool Core	S: Athletics 2 H: Diet and Vitamins F: Step to the Beat
Year 2	S: Fundamental movement skills 3 H: Body Parts and their Functions F: Boxercise	S: Dance – Fire of London H: Healthy Mind, Emotions and Goals F: Bootcamp	S: Gymnastics - Pathways: straight, zig zag and curving H: Hygiene, Medicine and Exercise	S: Gymnastics – Spinning, turning and twisting H: Body protectors and Body Changes F: Yoga Story book	S: Invasion Game Skills 2 H: Relationships with others and opinions F: Cool Core	S: Athletics 2 H: Diet and Vitamins F: Step to the Beat

			F: Mighty Movers			
Year 3	S: Invasion game skills 3 H: Body Parts and their Functions F: Boxercise	S: Dance – Dance around the world H: Healthy Mind, Emotions and Goals F: Bootcamp	S: Swimming H: Hygiene, Medicine and Exercise F: Mighty Mover	S: Gymnastics - Symmetry and asymmetry H: Body protectors and Body Changes F: Stretching and cool downs	S: Handball H: Relationships with others and opinions F: Cool Core	S: Tennis H: Diet and Vitamins F: Step to the Beat
Year 4	S: Tag Rugby H: Healthy Body: Inside Out F: Boxercise	S: Dance - Romans H: Healthy Mind: Going for Goals F: Bootcamp	S: Gymnastics arching and bridges H: Healthy Lifestyle: You are what you eat! F: Mighty Movers	S: Football H: Healthy Body: Blood and Guts F: Health related fitness	S: Badminton H: Healthy Body – Healthy Mind F: Yoga	S: Cricket H: Healthy lifestyle: Germ busters F: Step to the Beat
Year 5	S: Gymnastics – Matching, mirroring & contrast H: Healthy Body: Inside Out F: Boxercise	S: Dance – Dance through the ages H: Healthy Mind: Going for Goals F: Bootcamp	S: Invasion game skills 4 H: Healthy Lifestyle: You are what you eat! F: Mighty Movers	S: Leadership H: Healthy Body: Blood and Guts F: Health related fitness	S: Netball H: Healthy Body – Healthy Mind F: Yoga	S: Athletics H: Healthy lifestyle germ busters F: Step to the Beat
Year 6	S: Invasion game skills 4	S: Gymnastics group sequencing	S: Dance World War 2	S: Volleyball	S: Athletics	S: Cricket

	H: Healthy Body: Inside Out F: Boxercise	H: Healthy Mind: Going for Goals F: Bootcamp	H: Healthy Lifestyle: You are what you eat! F: Mighty Movers	H: Healthy Body: Blood and Guts F: Yoga	H: Healthy Body – Healthy Mind F: Health related fitness	H: Healthy lifestyle germ busters F: Step to the Beat
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Skills Progression

SPORT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Games	Throwing and Catching <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. 			Invasion Games <ul style="list-style-type: none"> To practise a range of passing skills. To identify and use space in game play. To use a variety of tactics to keep the ball. To identify and apply ways to get the ball towards their opponents' goal. To apply techniques to mark and defend their goal(s). To apply skills fluently and effectively in games. 		
	Multi-skills <ul style="list-style-type: none"> To explore static balancing and understand the concept of bases. To combine several co-ordination drills using upper and lower body movements. 			Nimble Nets <ul style="list-style-type: none"> To identify and apply techniques to hit the ball/shuttlecock purposefully. To identify and use the spaces in their opponent's court. 		

	<ul style="list-style-type: none"> • To put into practice ABC (agility, balance and coordination) in the form of circuit stations. • To travel in different directions (side to side, up and down) with control and fluency. <p>SPORTS INCLUDE: Basketball, handball, netball</p>	<ul style="list-style-type: none"> • To apply techniques to hit the ball reasonably well towards their opponent's court or target area. • To practice techniques for an effective backswing. • To apply techniques to play shots on both sides of the body and above the head. • Lesson Objective: • To evaluate and adapt their play to suit their own and others' strengths.
Athletics	<p>Active Athletics</p> <ul style="list-style-type: none"> • To use take-off and landing techniques when jumping • To jump in a variety of ways • 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 • To know how to use running techniques for short distance running To use varying speeds when running 	<p>Young Olympians</p> <ul style="list-style-type: none"> • To select and maintain running pace for different distances. • To practise throwing with power and accuracy. • To perform a range of jumps with control and consistency. • To identify and apply the principles of relay running. • To develop the consistency of their actions in a number of events. • To evaluate my own and others' athletic performance.
Dance and movement	<p>Dance</p> <ul style="list-style-type: none"> • To identify and practise the patterns and actions in a dance style. • Practise steps in a dance style to build confidence in presenting independently • To recall previously learned swing dance steps and add additional steps to create a routine • To perform previously learned swing dance steps with accuracy to music 	<p>Dynamic Dance</p> <ul style="list-style-type: none"> • To identify and practice the patterns and actions in a dance style. • To demonstrate an awareness of the music's rhythm and phrasing when improvising. • To create an individual dance reflective of the dance style. • To create partner dances reflective of the dance style. • To create group dances reflective of the dance style.

	<ul style="list-style-type: none"> To create partner swing dance routines using previously learned steps Improvise dance routines using simple movement patterns from memory 	<ul style="list-style-type: none"> To perform and evaluate their own and others' work.
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HEALTH	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Healthy Body	Body Parts and their Functions <ul style="list-style-type: none"> To name, describe and compare parts of the body that we can see. (external parts) To describe the structure and function of the skeleton. To identify the location and function of muscles. To recognise that the brain is an organ and what its function is. To recognise that the heart and lungs are organs and what their functions are. To recognise organs involved in the digestive system and what their functions are. 			Blood and Guts <ul style="list-style-type: none"> To explain what the main function of blood vessels are in the body To identify the main functions of the circulatory system To explain the function of blood and what it is made of To identify the main parts and purpose of the respiratory system To explain how exercise affects our bodies To identify how our bodies change when growing from birth to old age 		
	Body Protectors and body changes <ul style="list-style-type: none"> To recognise that our bodies are designed to protect us. To identify how our senses are used for protection. To describe how our senses are used for protection. To describe how different parts of our bodies are involved in healing processes. To identify how our bodies change over time. 			Inside Out <ul style="list-style-type: none"> To identify how the human skeleton supports, protects and moves the body. To identify how muscles, help to support, protect and move the human body. To identify the main features of human teeth To identify the major organs and their functions To explain how we can maintain digestive health 		

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Healthy Mind	<p>Healthy Mind, Emotions and Goals.</p> <ul style="list-style-type: none"> • To recognise and identify a variety of emotions. • To consider emotions in specific situations. • To explain how 'I' could deal with their emotions. • To practice setting a goal for 'myself' • To identify how to work towards a goal that I have set for myself. • To assess whether I have achieved my goal that I set for myself. <p>Relationships with others</p> <ul style="list-style-type: none"> • To examine positive relationships with my friends. • To recognise when relationships with friends can cause negative feelings. • To consider my relationships with my family, parents/carers. • To discuss the meaning of fair and unfair in different situations. • To explain my opinion and to listen to others. 	<p>Going for Goals</p> <ul style="list-style-type: none"> • To explain strategies to use to deal with stress • To explain strategies to deal with challenges and look for help • To recognise the importance of our mental health. • To set personal goals • To learn strategies to manage my emotions
Healthy Lifestyle	<p>Hygiene, medicine and exercise</p> <ul style="list-style-type: none"> • To explain how to be hygienic and prevent the spread of harmful germs. • To explain how to look after my teeth and why it is important. • To recognise the symptoms of illness and how medicine can be used as treatment. 	<p>Germ Busters</p> <ul style="list-style-type: none"> • To explain the importance of personal hygiene and ways to keep my body clean • To define the different types of microorganisms and what they do • To recognise signs of ill health and recall strategies to help yourself get better

	<ul style="list-style-type: none"> To understand the potential dangers of medicine To know how exercise helps me physically To know how exercise helps me mentally <p>Diet and Vitamins</p> <ul style="list-style-type: none"> To explain why food is an important part of our lives To recognise that we need to eat a variety and balance of food to stay healthy To identify that different portions of food provide different amounts of energy To explore the importance of vitamins in staying healthy To identify which vitamins are in different types of foods To consider alternative ways of absorbing vitamins 	<ul style="list-style-type: none"> To identify the dangers of different substances including: household/illegal/legal/smoking/alcohol To define what we mean by living standards and the importance of living in a clean, warm environment To identify the dangers of sunlight and recall strategies for how to protect our skin <p>You are what you eat</p> <ul style="list-style-type: none"> To identify the importance of a healthy diet To explain why vitamins and minerals are essential for our bodies To identify how what we eat can affect the health of our hearts To explain the health benefits of exercise To recognise the health implications of sleep To make responsible choices and prioritise your time
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FITNESS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Flexibility exercise	<p>Cool Core</p> <ul style="list-style-type: none"> To identify techniques to improve balance. To apply balance techniques when practicing different cool core moves. To develop balance techniques when performing cool core moves. 			<p>Cool core</p> <ul style="list-style-type: none"> To identify techniques to improve balance. To apply balance techniques when practicing different cool core moves. To develop balance techniques when performing cool core moves. 		

	<ul style="list-style-type: none"> • To sustain balance and concentration when performing a variety of cool core moves. • To create a cool core move using balance techniques. • To compare and develop cool core moves using balance techniques. <p>Gymnastics</p> <ul style="list-style-type: none"> • To identify techniques to improve balance. • To practice a range of gymnastic skills through a series of circuits • To perform a range of gymnastic skills with increased accuracy. • To perform a sequence of gymnastic moves within a circuit. • To perform a sequence of moves at each station within a circuit with increased accuracy. • To evaluate my performance of gymnastic moves within a circuit. 	<ul style="list-style-type: none"> • To sustain balance and concentration when performing a variety of cool core moves. • To create a cool core move using balance techniques. • To compare and develop cool core moves using balance techniques. <p>Gymnastics</p> <ul style="list-style-type: none"> • To identify techniques to improve balance. • To practice a range of gymnastic skills through a series of circuits • To perform a range of gymnastic skills with increased accuracy. • To perform a sequence of gymnastic moves within a circuit. • To perform a sequence of moves at each station within a circuit with increased accuracy. • To evaluate my performance of gymnastic moves within a circuit.
<p>Strength and stamina</p>	<p>Boxercise</p> <ul style="list-style-type: none"> • To apply a sequence of boxercise movements in time with music • Develop balance, agility and coordination. • Perform routines using simple movement patterns. 	<p>Boxercise</p> <ul style="list-style-type: none"> • To apply a sequence of boxercise movements in time with music • To practice and apply a sequence of boxercise movements in time with music. • To perform a sequence of boxercise movements over a sustained period of time. • To create a sequence of boxercise movements in time with the music.

		<ul style="list-style-type: none"> To perform a sequence of boxercise movements with increased accuracy. To evaluate a sequence of boxercise movements in time with the music.
Aerobic exercise	<p>Step to the beat</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice a series of steps moves within a sequence. To practice and apply a sequence of step moves to the beat of the music. master basic movements, as well as developing balance, agility and co-ordination. perform dances using simple movement patterns <p>Mighty Movers</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice aerobic movements in a sequence. To practice and apply a sequence of aerobic moves to the beat of the music. To perform a sequence of aerobic moves with increased accuracy. 	<p>Step to the beat</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice a series of steps moves within a sequence. To practice and apply a sequence of step moves to the beat of the music. master basic movements, as well as developing balance, agility and co-ordination. perform dances using simple movement patterns <p>Mighty Movers</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice aerobic movements in a sequence. To practice and apply a sequence of aerobic moves to the beat of the music. To perform a sequence of aerobic moves with increased accuracy.
Circuit training	<p>Bootcamp</p> <ul style="list-style-type: none"> To identify my current fitness levels. To complete a circuit using a variety of skills. To complete the circuit with increased accuracy. To increase endurance during circuit training. 	<p>Bootcamp V2.</p> <ul style="list-style-type: none"> To identify my current fitness levels. To complete a circuit using a variety of skills. To complete the circuit with increased accuracy. To increase endurance during circuit training.

National Curriculum

Key stage 1

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 cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be 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 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.

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.

Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

Pupils should be taught to:

- swim competently, confidently, and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]
- perform safe self-rescue in different water-based situations.