

### Curriculum Intent and Vision Statement:

At Shottermill Junior School, pupils develop and understand the importance of a life-long love for fitness and health, to be healthy and physically active, resilient, confident and competent learners. Physical Education at Shottermill Junior School involves providing children with a broad and varied range of activities to provide them with the opportunity to develop skills of communication, trust, co-operation, determination and leadership.

Our curriculum is designed to build on skills developed at KS1 and is adapted to cater for all pupils, using parameters of space, time, equipment and groupings, preparing children for Key Stage 3 and beyond. We have designed our curriculum to provide an opportunity for children to reflect on their learning and challenge themselves – promoting a sense of ambition and self-improvement. An awareness of working safely is a high priority (e.g. teaching children about cycling on the roads and water safety) The units of study are progressive and endeavour to create a 'flight path' throughout KS2, where children acquire and develop skills (practise), apply these skills (performance) and improve their fitness and health (overall wellbeing). Fundamental movements, skill development and knowledge and performance, have time to be embedded and revisited, where needed.

Our aim is to help children to see the benefits of physical activity both inside and outside of school. Our aspiration is to help them to continue their journey outside of school through participation in physical activities in their local community, such as joining local sports clubs.

### Implementation of P.E. at our school:

All children receive a minimum of 2 hours of PE a week, taught by a Specialist PE teacher and their own Class Teacher. Units of study are delivered on a half-termly cycle according to the scheme of work, which means that children will be taught two different units of study every half-term. In the summer term, all children are taught swimming by their Class Teacher, in two x 20minute lessons (not including time spent getting changed). Adults other than Teachers (AOTT) are utilised (e.g. sport specific coaches and parent volunteers) during ECA time, extra-curricular clubs and during lessons to enhance the PE curriculum on offer.

We have a broad range of facilities to promote high quality physical activity during lessons and at other times throughout the school day. These include: all-weather pitch, basketball/netball court, indoor hall, dance studio, woodland area with trim trail, fitness equipment on the bottom playground, clamber stack and we also have access to a local field, marked out for athletics and striking and fielding activities during the drier months. Children are also provided with active learning breaks such as daily mile or 'Jump-start Jonny' - where these can be easily included in the school day (e.g. between lessons).

Children experience competition, fair-play, teamwork and sportsmanship (linked to the PSHE and Cultural Capital Curriculum) through end of topic tournaments, match play, inter-house and inter-school competitions. They practise taking on the roles of officials, such as scorers and referees.

### The following educational trips and special activities will enhance the teaching and learning in this subject:

Children in the school will have the opportunity to take part in competitive sporting events through local Haslemere or Bohunt schools' partnerships and the District Sports partnership. Clubs, encouraging physical activity are offered through the week from teachers and during ECA sessions on a Friday, where pupils can use their key skills with other schools or different year groups, within a competitive environment. These opportunities will foster the ethos of a life-long love of physical activity and achievements, which are celebrated during assembly time, through the school newsletter, online and on the PE board.

Health Related Fitness is included in the Year 6 Curriculum, which links to the Science Curriculum. Children will learn about the biology and physiology of exercise and carry out a series of fitness tests to analyse their own levels of fitness. There will also be an introduction to mindfulness and relaxation, linking with Personal Social Health Education topics through 'calm me' sessions from our Jigsaw programme.

In Year 6 children are given the opportunity to join the Sports Leaders course to develop leadership skills and provide opportunities to make lunchtimes more physically active. Also, children will be provided with the opportunity to undertake their Bikeability training in this year group.

During the course of their education at Shottermill Junior School children will participate in a wide variety of Outdoor Adventurous Activities (OAA) which link to other subject areas such as Geography and mapping skills. These take place on two school trips to Sayers Croft (Year 4) and Brenscombe (Year 5) as well as during PE lessons in school time. Activities include team games, woodland activities, climbing, canoeing, and orienteering. 'Survival in the Wild' activities linked to Forest Schools help to promote team building and problem solving skills in our outdoor woodland setting.

Healthy Living Week (held every other year in the summer term) is a chance for adults to promote key messages to children about healthy lifestyles and mental health and wellbeing. This also involves inviting in representatives from the community to deliver workshops which promote the healthy living message (e.g. Grayshott Cricket, Street Nation, PGL Hindhead, So Pilates, Massage, etc)

#### Scheme of work to be taught:

Units of study taught by Specialist Teacher are in **bold**. Other topics are taught by Class Teachers.

#### Year 3

##### Autumn 1

Intro to PE at SJS / Team Games (*health related fitness*) – Children will learn about the different spaces / facilities at our school and how to use equipment safely. They will learn to work as a team through games and speaking / listening activities. Teachers will assess the fundamental movement skills, throughout this unit of study.

**OAA - (Teambuilding)** – children will develop their listening skills and how to follow instructions to complete tasks and games in PE. Children will learn to think through and solve problems and challenges working alone and in small groups.

##### Autumn 2

Creative PE (*dance*) – children will learn to take lyrics from a song and create a simple dance sequence using the 5 different choreographic devices: canon, unison, direction, speed and levels.

#### Year 4

##### Autumn 1

Creative PE - (gymnastics) – children will develop strength, technique and flexibility in their movements and performances, building and refining their learning and knowledge from Year 3. Children will be able to link different skills with control and co-ordination into short sequences (terminology of 'point' and 'patch' will be referred to).

**OAA - (Teambuilding)** – children will learn to listen to each other and develop ideas as a group. Children will work together to problem solve in different activities. Children will be able to follow complex instructions. *Orienteering* – children will start to use and interpret simple maps and be able to use maps to complete individual and team challenges. They will be able to complete tasks as part of a team and communicate effectively

##### Autumn 2

Creative PE - (dance) – children will learn to develop a longer sequence of movement patterns to a beat/music and which link to newspaper genres

**Invasion games** – (*key skills*) children will learn to perform a variety of basic ball skills for use in team games across Rugby, Hockey, Netball and Football. They will learn to communicate with each other in game situations and show basic control and fluency in their actions.

### **Spring 1**

**Creative PE** - (*gymnastics*) – children will copy, explore and remember a variety of movements and positions. They will begin to develop good technique and flexibility when travelling and balancing and use subject specific vocabulary (e.g. asymmetrical and symmetrical) to help improve their own and peers' work.

**Invasion games** - (*Tag Rugby*) children will understand different tactics and how teamwork is important in the game of tag rugby. They will have a good understanding of rules in this game and why they are important and used in invasion games.

### **Spring 2**

**Net and wall** - (*Key Skills*) children will begin to develop their hand-eye coordination using a racket or hand to send and received a ball. They will develop the correct grip when using different rackets. They will be able to strike a ball/object and send it over a net or towards a target, controlling the power and direction of this with increasing accuracy.

**Creative PE** (*dance*) – children will learn to create independent movement from a specific stimulus. They will begin to adapt movements and motifs/actions into larger sequences and patterns and use specific vocabulary to compare and improve their own and peers work. Children will revisit terminology taught earlier in the year and start to create starting and ending positions.

### **Summer 1**

**Athletics** – (*running, jumping, throwing*) children will begin to learn to run at speeds appropriate for the distance they are running. Children will be able to complete basic jumping actions safely and accurately and complete a variety of athletic throws using different equipment.

such as a burglary report, fashion page, business page and a gossip column. Children will review choreographic devices from Year 3 and build on varying dynamics of actions, showing good rhythm and spatial awareness.

**Invasion games** - (*an introduction*) – children are introduced to the 3 C's: Coordination, Communication and Control. They will show good control and confidence in performing a variety of basic ball skills. They will learn the rules of a variety of sending and receiving invasion games and why these are important.

### **Spring 1**

**Creative PE** - (*gymnastics*) – children will explore and develop different methods of travelling and at different levels, including rolling and rotating on different body parts. Children will learn the importance of control and balance, using different directions and will apply different methods of travel to different equipment such as: mats, benches, balance beams, horses and tables.

**Invasion games** - (*Tag Rugby*) – Children will be reminded of the key rules associated with sending and receiving a rugby ball (e.g. backwards passing and correct sending technique). Children will start to develop further their tactics for invasion games and apply them into different situations. They will learn about the offside rule. They will learn to communicate effectively with others in a team and be able to comment on strengths and weaknesses.

### **Spring 2**

**Health related fitness** (*Circuits*) – children will start to find out about the long-term effects of exercise on the body as they participate in different cardio activities, which focus on different muscle groups. Children will be taught subject specific terminology (such as heart rate, pulse and muscle groups). Children will learn about specific stretches for specific muscles.

**Net/wall games** - (*Pickle Ball*) – children will start to observe and analyse the flight of a ball to work out where it will bounce. They will then focus on developing the correct technique and positioning to be able to strike the ball back over a net or target.

<p><u>Net/wall games</u> - (<i>Tennis</i>) children will continue to develop their ability to strike a ball over a net or object using a racket or hand. They will start to learn to the rules for net and wall games as well as the lines used on a court.</p> <p>Swimming assessments will commence from middle of May onwards.</p> <p><b>Summer 2</b>  <b>Strike and field</b> – (<i>Rounders and Cricket</i>) children will learn to use a variety of techniques to field and stop the ball. Children will be able to correctly grip a bat and use it to strike a ball. Children will start to explore the technique to bowl a ball accurately.</p> <p><u>Swimming</u> – Children will be introduced to the pool and key safety messages. They will move in different directions around the pool, (e.g. walking running, hopping, skipping). They will experiment with arms and leg movements, float on their front and back and use arms to push and pull through the water. They will develop a variety of simple kicking actions to swim a short distance with or without aids.</p>	<p>Swimming assessments will commence from middle of May onwards.</p> <p><b>Summer 1</b>  <b>Athletics</b> – (<i>running, jumping, throwing</i>) - children will think about and develop their running technique to help them improve either their speed or stamina. Children will look at how to improve their jumping technique and throw different athletic objects further.</p> <p><u>Net/wall games</u> (<i>Pickle Ball continued</i>) – Teachers will continue these lessons started by the PE teacher in the previous term. Children will consolidate and use their skills within small game situations.</p> <p><b>Summer 2</b>  <b>Strike and field - (Rounders)</b> – children will look at improving how they strike the ball and start to add in tactics of where to aim when striking. Children will be able to consistently and accurately send and receive the ball when fielding. The roll of the backstop, long and short barriers will be introduced to stop the ball effectively.</p> <p><u>Swimming</u> – Children will choose, use and adapt skills for personal survival in the water and will enter the water confidently, submerging the head. They will perform a combination of strokes, swimming actions and skills, including sculling and treading water. They will swim a set distance with aids on the front or back.</p>
<p><b>Year 5</b>  <b>Autumn 1</b>  <u>Creative PE</u> (<i>gymnastics</i>) – children will develop flexibility and strength and be able complete a variety of gymnastic skills and positions. They will focus on using the correct vocabulary to modify and improve their performance, focusing also on starting and finishing positions. Use of bridges will also be introduced. Children will be able to apply skills and knowledge on and off different pieces of apparatus.</p> <p><b>OAA</b> - (<i>Teambuilding</i>) – children will be able to give and receive clear instructions and follow them to complete a variety of tasks and activities. Children are able to lead a group or be lead by another child when working</p>	<p><b>Year 6</b>  <b>Autumn 1</b>  <u>Creative PE</u> - (<i>dance</i>) – Children will build a long pattern of movements to a specific piece of music linked to their English text: ‘War of the Worlds’. The movements will reflect the music accurately and children will use knowledge gained in other areas of the curriculum to guide their work.</p> <p><b>OAA</b> - (<i>Teambuilding / Orienteering</i>) – Children will be able to describe the importance of communication skills and ways they can improve them. They will use their own general knowledge to complete complex problem solving activities. Children will learn how to use symbols on a map accurately to</p>

on a task. Skills of encouraging cohesion, independent thinking and listening will be promoted.

### **Autumn 2**

Creative PE - (Salsa Dance) – children will start to develop their own creative movements and patterns from a stimulus, using changes of speed to match a beat / music. They will experience the side-to-side step and back-step. They will use known steps to create new steps or short sequences. Latin basic is taught here.

**Invasion games - (Netball)** – children will learn to choose and apply which skills are appropriate in Netball and the rules of pivot to pass, 2-steps and techniques such as running on to the ball. Children will develop passing in small groups and progress to working in larger teams, passing the ball to every player. Shooting and defending within the rules, will also be taught.

### **Spring 1**

Health related fitness - (Circuit Training) – Children will develop a greater knowledge of the benefits of exercise and be able to plan and design exercises that will have different impacts on the body and promote fitness.

**Invasion games – (Basketball)** Children will link skills learnt in netball, but compare how the rules differ to basketball (e.g. travelling with the ball). Children will learn to show a high level of control when moving and controlling a ball (developing dribbling technique). They will make quick decisions during a game to decide on what skills to use.

### **Spring 2**

Creative PE - (gymnastics) – Children will look to complete more complex movements, safely thinking about the equipment and apparatus they are using. Children will apply these skills into longer, more complex sequences showing fluency and control. They will work in larger groups and refine their performance based on feedback from their peers.

**Net/wall games – (Tennis)** Children will start to develop a high level of control when striking a tennis ball. They will learn a variety of different shots

navigate as well as the 8 compass points. They will then learn to follow a route using a map during a point-to-point orienteering exercise.

### **Autumn 2**

Creative PE - (gymnastics) – Children will plan and create high-level sequences using a variety of gymnastic skills and elements (in particular mirroring, turning and aesthetic movements). They will be able to include different apparatus and be able to analyse and develop theirs and other children's ideas to improve performance.

**Invasion games – (Basketball)** Children will take part in a variety of competitive games and be able to follow the rules safely and accurately, building on learning from Year 5. They will be able to select different skills to use during the game and analyse their performance afterwards.

### **Spring 1**

Creative PE - (Punjabi dance) – Children will create imaginative and expressive movement developing an awareness of dance in other cultures. They will show good spatial awareness to develop a fluent routine that accurately matches to music, working in large groups. They perform to the other parallel class and offer constructive criticism.

**Invasion games – (Netball)** Children will be able to work as part of a team in any game situation and be able to communicate effectively. They will have a good understanding of different tactics they can apply to the game, building on learning from Year 5. The contact rule and how dodging helps get away from the marker will be introduced. The different Netball positions will be introduced also.

### **Spring 2**

Health related fitness – (Circuits) - Children will learn about different components of fitness and what they mean, understanding how exercise can be undertaken with differing levels of intensity. They will also develop a greater awareness of mental health benefits. Children will work as a team to deliver a training session, linking different exercises and activities to the different components of fitness.

and techniques and start to choose when to apply them accurately, within small group situations.

### **Summer 1**

**Athletics** – (*running, jumping, throwing*) - Children will learn how to run at different paces and be able to accurately choose the best pace for different distance races. When jumping they will be able to combine different jumps and elements together such as triple jump. They will learn and show good technique when throwing different athletic objects such as discus and javelin.

**Net/wall games** – (*Tennis continued*) Children will be able to analyse the flight and path of a ball to make sure they can receive it in a good position. They will begin to think about where to target and send the ball to make it more difficult for an opponent to return it.

Swimming assessments will commence from middle of May onwards.

### **Summer 2**

**Strike and field** – (*Rounders*) Children will learn how to change their stance to be able to strike the ball in different directions. They will use their knowledge of fielding techniques to consistently choose the best method to field the ball quickly. Children will start to develop their communication skills to assist their performance during a game.

**Swimming** – Children will develop competency in front crawl, backstroke and breaststroke and will show effective propulsion in longer distances. They will learn a range of water safety skills and be able to complete a variety of safe self-rescue techniques. They will be able to submerge the whole body and will develop aquatic breathing techniques in association with the stroke taught.

**Net/wall games** – (*Tennis*) - Children will develop and refine skills taught previously in Tennis but better develop the forehand and backhand strokes, improving accuracy and ball control.

### **Summer 1**

**Athletics** – (*running, jumping, throwing*) - Children will learn how to run at different speeds to help them tactically in a race and will understand relay passing on the move. They will cover longer distances and will develop their throwing technique for competitive sporting events.

**Net/wall games** – (*Tennis continued*) Children will put the skills learnt in previous term into game situations. They will learn about tactical play and positioning on the court, playing either as 'singles' or 'doubles'. They will learn the rules of scoring in tennis and use these skills in playing games.

Swimming assessments will commence from middle of May onwards

### **Summer 2**

**Strike and field** – (*Cricket*) - Children will learn the correct bowling techniques and be able to use them consistently and accurately in a game situation. When batting they will be able to strike the ball in different directions to deliberately avoid opponents. They will learn and be able to explain the rules that apply to the game of cricket.

**Swimming** – Children will learn to how to be safe and confident in the water, being able to use all four strokes, including butterfly, with the aim of being able to swim up to 25m independently without touching the floor of the pool. They will be able to perform safe self-rescue techniques and explain the importance of water safety and rules in different contexts, to prepare them for the future. Children will also develop synchronised swimming sequences and be able to dive and collect items from the bottom of the pool floor.