



Amberley CE Primary School



St. James' CE Primary School,
Coldwaltham



Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.

We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

PE

Intent

Within the Arun Villages Federation, PE is an integral part of the curriculum. The intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact on their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

Implementation

PE is taught by both class teachers as well as qualified sports coaches. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort, as well as success, is recognised. Children are encouraged to participate in exercise throughout the day during PE lessons, clubs, outdoor learning, lunch provision and special events. The PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision children can aim to flourish at sports in which they have a particular interest or flair for. Children with Special Educational Needs (SEND) are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination, and fitness. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age.

Impact

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes, and the ability to make informed choices about engaging fully in extra-curricular sport.

PE Overview – Whole School Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE: Unit 1 Finding space, freezing on command, using and sharing equipment and working individually, with a partner and group.	Introduction to PE: Unit 2 Safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group.	Fundamentals: Unit 1 Balancing, running, changing direction, jumping, hopping and travelling.	Fundamentals: Unit 2 Balancing, running, hopping, jumping, travelling and changing direction.	Games: Unit 1 Score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Games: Unit 2 Work as a team, take turns, keep the score, play against an opponent and play by the rules.
	Dance: Unit 1 Travelling movements, shapes and balances. Copy, repeat and remember actions.	Dance: Unit 2 Explore traveling actions, shapes and balances. Copy, repeat and remember actions. Perform to others and begin to provide simple feedback.	Gymnastics: Unit 1 Creating shapes, balances, and jumps and begin to develop rocking and rolling. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences.	Gymnastics: Unit 2 Explore creating shapes and balances, jumps and rolls. Awareness of space and how to use it safely. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Use levels and directions when travelling and	Ball Skills: Unit 1 Rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball	Ball Skills: Unit 2 Throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball.

				balancing.		
Year 1 and 2	Fundamentals Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Ball Skills Throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking.	Sending and Receiving Throwing and catching, rolling, kicking, tracking and stopping a ball. Use equipment to send and receive a ball. Opportunities to work with a range of different sized balls.	Invasion Games Teams try to score in the opposition's goal. Sending and receiving with both feet and hands, as well as dribbling with both feet and hands.	Striking and Fielding Games Understanding principles of defending (fielding) and attacking (batting) for striking and fielding games. Throwing and catching, tracking a ball and striking a ball.	Net and Wall Games Throwing, catching, tracking and hitting a ball.
	Team Building Teamwork skills, communication and problem solving.	Target Games Defending and attacking. Throwing, rolling and striking towards a target. Select and apply the appropriate action for the target considering the size and distance of the challenge	Dance Perform dances using simple movement patterns.	Gymnastics Master basic movements as well as developing balance, agility and co-ordination.	Athletics Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	Fitness Explore and develop agility, balance, co-ordination, speed and stamina.
Year 3 and 4	Football Play competitive games, modified where appropriate and apply basic	Hockey Skills, strategies and tactics to outwit the opposition.	Netball Throw, catch, change direction, change speed, shoot	Tag Rugby Maintaining possession and moving the ball towards the try	Cricket Knowledge of the different roles of bowler, wicket keeper, fielder and	Tennis Net and wall game. Skills, strategies and tactics to outwit

	principles suitable for attacking and defending.	Maintaining possession and moving the ball towards the goal to score.		line to score.	batter. Striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.	the opposition.
	<p>Ball Skills Accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. Develop catching with one and two hands as well as dribbling with feet and hands.</p>	<p>Fundamentals Balancing, running, jumping, hopping and skipping. Change direction with balance and control. Explore how the body moves at different speeds as well as how to accelerate and decelerate.</p>	<p>Dance Use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Build confidence in performing and give feedback and utilise feedback to improve own work.</p>	<p>Gymnastics Balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences.</p>	<p>Athletics Basic running, jumping and throwing techniques. Set challenges for distance and time that involve using different styles Achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p>	<p>OAA Problem solving skills through a range of challenges. Communication skills, taking on the role of a leader and working within a team. Navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p>
Year 5 and 6	<p>Football Skills, strategies and tactics to outwit the opposition. Maintaining possession and moving the ball towards the goal to score.</p>	<p>Basketball Run, jump, throw, catch, dribble, shoot. Knowledge of which position they are playing.</p>	<p>Tag Rugby Develop their understanding of the attacking and defending principles of invasion games. Use skills, strategies and tactics to outwit</p>	<p>Badminton Placing an object away from an opponent to make it difficult for them to return. Using underarm clear, overarm clear, serving, rallying skills.</p>	<p>Cricket Knowledge of the different roles of bowler, wicket keeper, fielder and batter. Deep and close catch, underarm and overarm throw, overarm bowl, long</p>	<p>Golf Explore and develop accuracy of aiming at a target using a club. Techniques to use over long and short distances. Develop balance,</p>

			the opposition.		and short barrier, batting.	co-ordination and striking.
	<p>Netball Develop their understanding of the attacking and defending principles of invasion games.</p>	<p>Fitness Learn different components of fitness including speed, stamina, strength, co-ordination, balance and agility. Opportunities to work at their maximum and improve on their personal fitness levels. Ability to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p>	<p>Dance Develop an idea or theme into dance choreography. Work in pairs and groups using different choreographing tools to create dances e.g., formations, timing, dynamics. Opportunities to choreograph, perform and provide feedback on dance. Use movement to convey ideas, emotions, feelings and characters. Show an awareness of keeping others safe and will have the opportunity to lead others through short warm-ups.</p>	<p>Gymnastics Develop knowledge of compositional principles e.g., how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in groups, using formations to improve the aesthetics of their performances. Develop performance skills considering the quality and control of their actions.</p>	<p>Athletics Athletic activities including long distance running, short distance running, triple jump, discus and shot put.</p>	<p>Rounders Develop fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. Expand on knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.</p>

