

PHYSICAL EDUCATION

VISION STATEMENT

At Chandag Junior School we are committed to delivering a high-quality PE curriculum which will contribute to the improvement of the health and well-being of our all our pupils. We believe that a rich and varied PE curriculum can improve attainment, attendance and behaviour. In addition, we want to inspire a love of sport and physical activity in order to raise the importance of this to our pupils outside of school.

Through our PE provision we aim to develop the skills and attitudes needed for every child to have a lifelong participation in physical activity and healthy living. We widely promote positive participation in physical education that will enable pupils to build character, develop resilience, support determination and self-belief and instil values and virtues such as team-work, friendship and fair play through positive attitudes to PE and being physically active.

Progression map for Physical Education at Chandag Junior School

Intentions:

- To develop competence to excel in a broad range of physical activities
- Pupils are physically active for sustained periods of time
- To engage in competitive sports and activities
- To lead healthy, active lives

Implementation:

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.

Impact:

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 co-operative physical activities, in a range of increasingly challenging situations.

NC subject content	Year 3	Year 4	Year 5	Year 6
DANCE <i>perform dances using a range of movement patterns</i>	-To improvise freely, translating ideas into movement -To create dance phrases that communicate ideas -To share and create dance phrases with a partner or small group. -To use dynamic, rhythmic and expressive qualities clearly and with control	-To respond imaginatively to a range of stimuli related to character and narrative. -To use and structure simple movement phrases individually, in pairs and in groups. -To refine, repeat and remember dance phrases clearly and fluently -To show sensitivity to dance ideas.	-To compose motifs and plan dances creatively and collaboratively in groups -To adapt and refine the way weight, space and rhythm are used in dances -To perform different styles of dance clearly and fluently.	-To work creatively and imaginatively , independently, in pairs and in groups -To perform expressively and sensitively -To perform dances fluently and with control
GAMES <i>play competitive games and apply basic principles suitable for attacking and defending</i>	INVASION			
	-To throw and catch, with control, to keep possession and to score 'goals'. -To be aware of space and use it to support team mates and cause problems for opponents -To keep possession with some success when using equipment	-To play games with fluency and accuracy using a range of different techniques -To find ways of attacking successfully while using other skills -To find and use a variety of simple tactics for attacking well, keeping possession of the ball as getting into positions to score. -To understand the need to defend as well as attack.	-To pass, dribble and shoot with control in games. -To identify and use tactics to help the team keep the ball and advance with it -To mark opponents and help each other in defence -To know the rules of the game.	-To use different techniques for passing, controlling, dribbling and shooting the ball in games. -To apply basic principles of team play to keep possession of the ball -To use marking, tackling and/or interception to improve defence. -To play effectively as part of a team. -To know what position to play in and how to continue when attacking and defending.

	NET/WALL			
	<ul style="list-style-type: none"> -To start to play continuous game, using a range of throwing/catching skills -To use a small range of racket skills -To choose and use a range of simple tactics for sending the ball to make it difficult for the opponent -To choose and use a range of simple ways to defend the court. 	<ul style="list-style-type: none"> -To keep up a continuous game, using a range of throwing/catching skills -To use a small range of racket skills with confidence -To choose and use a range of tactics for sending the ball to make it difficult for the opponent -To choose and use a range of ways to defend the court. 	<ul style="list-style-type: none"> -To use forehand, backhand and overhead shots in the games played -To develop volleying -To start to use skills for success in games with competence and consistency. -To start to understand the need to use tactics to be successful and start to use these more effectively. -To play co-operatively with a partner. 	<ul style="list-style-type: none"> -To use forehand, backhand and overhead shots with more precision and accuracy in games -To volley with precision and accuracy -To select skills for success with competence and consistency. -To understand the need to use tactics to be successful and start to use these more effectively. -To play co-operatively and competitively with a partner.
	STRIKING/FIELDING			
	<ul style="list-style-type: none"> -To use a range of skills e.g. throwing, striking etc with some control and accuracy -To choose some tactics to suit the situation in a game. -To carry out skills and tactics with some success. 	<ul style="list-style-type: none"> -To use a range of skills e.g. throwing, striking etc with developing control and accuracy -To choose more of a range of tactics to suit the situation in a game. -To carry out skills and tactics with increasing success. 	<ul style="list-style-type: none"> - To strike a bowled ball -To use a range of fielding skills with growing control and accuracy -To understand and implement a range of tactics in games 	<ul style="list-style-type: none"> - To strike a bowled ball with developing accuracy in its placement -To use a range of fielding skills with control and accuracy -To understand and implement a range of tactics in games.
GYMNASTICS <i>develop flexibility, strength, technique, control and balance</i>	<i>Explore simple skills (copy, remember, repeat and explore)</i> <ul style="list-style-type: none"> -To perform simple actions with control and coordination. -To link simple skills and actions in ways that suit the activity. -To begin to show basic compositional ideas. 	<i>Select and use skills, actions and ideas appropriately, applying them with co-ordination and control.</i> <ul style="list-style-type: none"> -To show how an understanding of composition by starting to vary how they respond in their performances 	<i>Link skills, techniques and ideas and apply them accurately and appropriately.</i> <ul style="list-style-type: none"> -To perform actions and movements with precision, control and fluency, showing an some understanding of composition. 	<i>Select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</i> <ul style="list-style-type: none"> -To perform showing knowledge and application of composition.
ATHLETICS <i>use running, jumping, throwing and catching in isolation and in combination</i>	<ul style="list-style-type: none"> -To demonstrate good running technique -To accelerate and decelerate quickly -To jump for distance from two feet to two feet To demonstrate the correct technique for throwing a javelin 	<ul style="list-style-type: none"> -To maintain a good posture when sprinting over obstacles -To jump for distance from one feet to two feet. -Demonstrate an effective technique when throwing a javelin, sling and push throw. 	<ul style="list-style-type: none"> -To hop, skip and ump in the correct sequence -To perform a dynamic sling, push and javelin throw. 	<ul style="list-style-type: none"> -To demonstrate the understanding of stamina and effectively run over a long distance. To sprint over obstacles using constant stride lengths -To pass a relay baton at speed. -To sprint rapidly over short distances both individually and in relays -To hop, skip and jump with speed and balance.
OUTDOOR AND ADVENTUROUS ACTIVITIES <i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	<ul style="list-style-type: none"> -To orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses -To use skills with control in problem-solving -To know that some activities need thinking through and planning can be useful.-To choose sensible skills and approaches when challenges are meet, working effectively in teams. 		<ul style="list-style-type: none"> -To read a variety of maps an plans accurately, recognising symbols and features -To use physical and teamwork skills on a variety of challenges -To have more success when applying their skills and understanding to new challenges -To recognise the importance of planning and thinking before completing some challenges To recognise similarities between challenges and choose efficient approaches to new ones. 	

<p>SWIMMING</p> <p><i>Use a range of strokes effectively to swim competently, confidently and proficiently over a distance of at least 25m</i></p>		<ul style="list-style-type: none">-To swim confidently at least 25m without stopping-To use three different strokes on both the front and the back-To know how to control breathing in the different strokes-To know how to enter the water safely including contexts out of the swimming pool.-To perform safe self-rescue in different water-based situations	
---	--	---	--