

St. Martin's Physical Education Curriculum Map

Intent

At St Martin's we recognise the values and importance of Physical Education (PE). St Martin's strives to create and implement an engaging, broad and inclusive curriculum that inspires children to excel in Physical Education and in the wider curriculum. Qualities such as perseverance, team work and 'real' participation are entwined in both the PE strategy and the schools wider ethos.

Real participants are identified through three characteristics:

- Enjoyment: Is the child enjoying Physical Education?
- Effort: Is the child exerting themselves? Are they striving to improve their abilities?
- Attainment: Can you (the teacher) see progression?

PE can bring with it an array of stresses/ worries which often provide barriers to achieving one or all of these elements. At St Martin's we will remove any barriers which could contribute to a child not fully participating in Physical Education to ensure that all pupils:

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

As well as a high quality curriculum, St Martin's will provide an excellent extra-curricular (school sport) programme. Through after school clubs, intra/ inter school competition, and wider sporting experiences, pupils will be encouraged to develop their abilities, expose themselves to competitive environments and lead a more active and healthy lifestyle outside of school.

Implementation

The PE curriculum is planned and co-ordinated by the schools PE specialist with the aid the PE passport scheme. Both planning provided by the member of staff, and the scheme are fully in-line with the National Curriculum. Long term planning and assessment statements have been developed and made available to all staff to aid in the understanding of progression throughout a pupil's whole school journey.

Teachers also have access to daily support, planning chats and post lesson debriefs with the PE specialist as well as, CPD which is delivered several times a year during inset days and staff meetings.

Each class has access to 2 hours of high quality PE a week as well as regular extra-curricular provision. In addition to the 50% of PE lessons being delivered by the schools PE teacher, Key stage 1 and 2 pupils also have access to a range of partners who provide external provision. This includes, but is not limited to, Oldham Sports Development, Oldham School Sport (SGO's), Oldham Pledge, Fitton Hill Bulldogs, OAFC in the Community, Hathershaw PE department and Weetabix Wildcats.

Further access to structured physical activity is provided through active playtimes. Teaching staff and midday supervisors organise and officiate specific activities which all pupils -regardless of ability- are encouraged to participate in.

Swimming is provided for Year 5 for half of the school year. Pupils receive weekly provision provided by the local authority plus school staff who attend and assist. Over the course of said provision, pupils will develop the ability to swim 25 meters unassisted (front crawl, back stroke and breast stroke) as well as achieving certificates in water safety.

Through a wide range of activities (curricular and none0,) we hope to provide all pupils with opportunity to flourish and enjoy PE and Physical Activity throughout their school lives and beyond.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at St Martin's; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PHSE and Science, we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Children at St Martin's make excellent progress in PE and are eager to attend after school clubs and competitive sports events. This is highlighted by our very high participation rates each year.

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

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

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Targets are specified in the schools progression statements and planning.

Key Stage 1 – Years 1 and 2

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.

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 – Years 3-6

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:

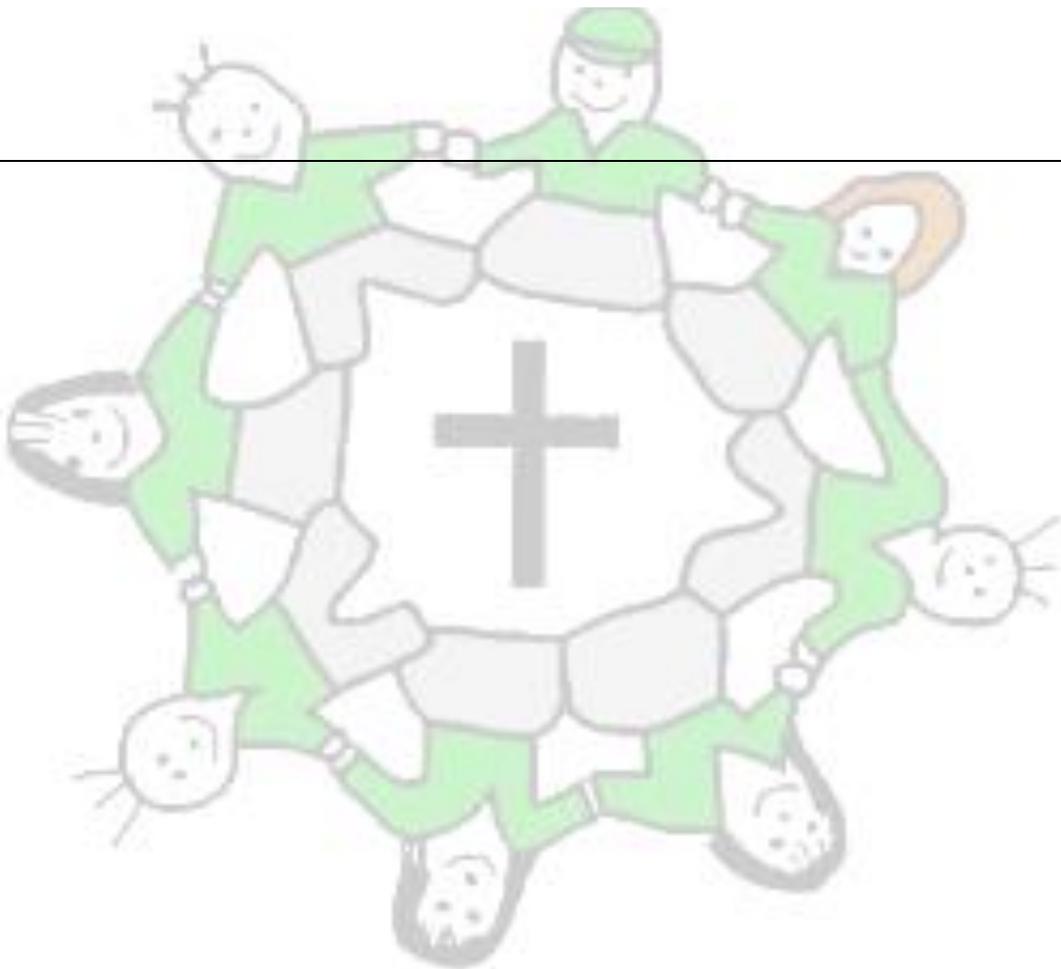
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, 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.

In particular, 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



Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	FMS 1 Parachute	Dance Gymnastics	Object control	Gymnastics FMS 2	Striking and fielding Invasion games	Muli-skills Sports day
Year 2	FMS Parachute	Dance Gymnastics	Gymnastics Equipment Indoor Athletics	Sending and receiving Multi-skills	Striking and fielding Netball	Outdoor athletics Sports day practise
Year 3	Cross Country Large ball games	Gymnastics Dance	Indoor athletics Netball	Sending and receiving Gymnastics	Tennis Tag Rugby	Rounders Sports day
Year 4	Cross country Netball	Gymnastics Dance	Sending and receiving Handball	Indoor athletics Badminton	Football Hockey	Cricket Sports day practise
Year 5	Swimming Cross Country	Swimming Gymnastics	Swimming Dance	Indoor Athletic Tennis	Rounders Field Hockey	Cricket Sports day practise
Year 6	Cross country	Indoor Athletics	Gymnastics	Tag Rugby	Cricket	Rounders Sports day practise

Knowledge and Skills Progression Nursery to Year 6

At St Martin's the focus of Physical education will change depending on age:

Year 1 will begin to learn a broad range of skills that can be applied to sport and games later in the curriculum.

Year 2 must be at least competent in all fundamental skills before the completion of the KS1 curriculum ready for the lower key stage 2 focus.

Year 3 will begin to learn sport specific skills, linking previous knowledge to new, official activities.

Year 4 will become competent in a wide range of sport specific skills ready to move into the upper key stage 2 curriculum.

Year 5 will begin to apply all skills to specific sports and activities.

Year 6 will be competent in a wide range of sports and activities leaving time to concentrate on more specific rules and tactics.

Dance and gymnastics will be repeated and progressive throughout the curriculum.

Extra-curricular activity will be used constantly to support learning.

Year	Unit	Skills	Knowledge
1	Games	Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams	Be able to differentiate between PE and play time. Understand why kit/ footwear is important in PE. Begin to follow basic instructions to complete activities.
2	Games	Practise different skills associated with simple games: <ul style="list-style-type: none"> - Object control - Throwing (various) - Receiving (block/ catch/ collect) - Rolling - Striking: Foot, hand bat/ racket Work co-operatively in teams	Begin to understand when specific skills are most effective in games. Understand that the way equipment can be carried, sent or received will vary depending on size and shape. Begin to understand scoring, winning and losing.
3	Games	Practise skills in isolation and combination with greater accuracy:	Understand when to use different skills and
4	Games		

		<ul style="list-style-type: none"> - Throwing - Catching - Striking - Dribbling <p>Work well as a team in competitive games</p> <p>Apply basic principles of attacking and defending (Invasion games):</p> <ul style="list-style-type: none"> - Tackling/ intercepting - Passing - Shooting - Blocking <p>Develop an understanding of fair play (respect team -mates and opponents)</p>	<p>techniques i.e. under arm throwing for short distances.</p> <p>Be able to evaluate performance of both themselves and their team and start to formulate a plan to succeed/ progress.</p> <p>Understand rules of different games.</p> <p>Understand sportsmanship and fair play.</p>
5	Games	Develop techniques of a variety of skills to maximise team effectiveness	Use tactics when attacking or defending
6	Games	<ul style="list-style-type: none"> - Dribbling - Shooting - Throwing/ Catching - Passing - Tackling/ Blocking - Batting <p>Use the skills e.g. of throwing and catching to gain points in competitive games.</p> <p>Apply rules of fair play to competitive games. Show discipline when applying tactics/ playing specific positions.</p>	<p>Understand positioning in a variety of different games.</p> <p>Understand rules of a variety of different sports e.g. offside, backwards passing etc.</p>

1	Fundamental movement skills	<p>Running:</p> <p>Show differences in running at speed and jogging</p> <p>Use different techniques to meet challenges</p>	<p>Describe different ways of running:</p> <ul style="list-style-type: none"> - Jogging - Running # - Sprinting
2	Fundamental movement skills	<p>Jumping:</p> <p>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot)</p> <p>Perform combinations of the above Show control at take-off and landing</p> <p>Explain what is successful or how to improve</p> <p>Throwing:</p> <p>Throw into targets</p>	<p>Describe different ways of jumping</p> <p>Describe different ways of throwing:</p> <ul style="list-style-type: none"> - Under arm - Over arm - Over head

		Perform a range of throwing actions e.g. rolling, underarm, overarm	
		Explain what is successful or how to improve	
3	Athletics	Running:	Watch and describe specific aspects of running (e.g. what arms and legs are doing)
4	Athletics	<p>Run smoothly at different speeds</p> <p>Choose different styles of running for different distances</p> <p>Pace and sustain their effort over longer distances (Over 5 minutes)</p> <p>Carry out stretching and warm-up safely</p> <p>Set realistic targets of times to achieve over a short and longer distance (with guidance)</p> <p>Jumping:</p> <p>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</p> <p>Choose different styles of jumping (standing long jump, hurdles)</p> <p>Set realistic targets when jumping for distance for or height (with guidance)</p> <p>Throwing:</p> <p>Explore different styles of throwing, e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus)</p> <p>Throw with greater control</p> <p>Consistently hit a target with a range of implements</p> <p>Set realistic targets when throwing over an increasing distance and understand that some implements will travel further than others (guidance)</p>	<p>Recognise and record how the body works in different types of challenges over different distances</p> <p>Watch and describe specific aspects of jumping e.g. what arms and legs are doing</p> <p>Watch and describe specific aspects of throwing (e.g. what arms and legs are doing)</p>
5	Athletics	Running:	Explain how warming up affects performance
6	Athletics	Sustain pace over longer distance (0.5-1km)	

		<p>Perform relay change-overs</p> <p>Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved</p> <p>Perform a range of warm-up exercises specific to running for short and longer distances</p> <p>Set realistic targets for self, of times to achieve over a short and longer distance</p> <p>Jumping :</p> <p>Demonstrate a range of jumps showing power and control and consistency at both take-off and landing</p> <p>- Standing long jump, running long jump, speed bounce, hurdles.</p> <p>Set realistic targets for self, when jumping for distance or height</p> <p>Throwing:</p> <p>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot, ball and discus</p> <p>Organise small groups to SAFELY take turns when throwing and retrieving implements</p> <p>Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others</p>	<p>Explain why athletics can help stamina and strength</p>
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1	Dance	<p>Compose:</p> <p>Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) – travel, stretch, twist, turn, jump</p> <p>Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</p>
2	Dance	

		<p>Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance</p> <p>Perform:</p> <p>Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions Demonstrate good balance</p> <p>Move in time with music Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p> <p>Appreciate:</p> <p>Respond to own work and that of others when exploring ideas, feelings and preferences</p> <p>Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>
3	Dance	<p>Compose:</p> <p>Create dance phrases/dances to communicate an idea</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction and levels</p> <p>Relationships (WHO); whole group/duo/solo, unison/ canon</p> <p>Dynamics (HOW); explore speed, energy Choreographic devices; motif, motif development and repetition</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Link phrases to music</p> <p>Perform:</p> <p>Perform dance to an audience showing confidence</p> <p>Show co-ordination, control and strength (Technical Skills)</p>
4	Dance	

		<p>Show focus, projection and musicality (Expressive Skills)</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary & contrasting</p> <p>Appreciate:</p> <p>Show an awareness of different dance styles and traditions</p> <p>Understand and use simple dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and comment on their own and other’s work -strengths and areas for improvement</p>
5	Dance	<p>Compose:</p>
6	Dance	<p>Create longer, challenging dance phrases/dances</p> <p>Select appropriate movement material to express ideas/thoughts/feelings</p> <p>Develop movement using;</p> <p>Actions (WHAT); travel, turn, gesture, jump, stillness</p> <p>Space (WHERE); formation, direction, level, pathways</p> <p>Relationships (WHO); solo/duo/trio, unison/canon/ contrast</p> <p>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</p> <p>Choreographic devices; motif, motif development, repetition, retrograde (performing motifs in reverse)</p> <p>Link phrases to music</p> <p>Perform:</p> <p>Perform dance to an audience showing confidence and clarity of actions</p> <p>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p>

		<p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</p> <p>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</p> <p>Demonstrate use of space – levels, directions, pathways, size and body shape</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</p> <p>Appreciate:</p> <p>Show an awareness of different dance styles, traditions and aspects of their historical/social context</p> <p>Understand and use dance vocabulary</p> <p>Understand why safety is important in the studio</p> <p>Compare and evaluate their own and others’ work</p>
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1	Gymnastics	<p>Sequencing:</p> <p>Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Balance:</p> <p>Stand and sit “like a gymnast”</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</p>	<p>Understand what a balance is.</p> <p>Understand what a travel is.</p> <p>Become familiar with technical vocabulary e.g. tuck, pike, straddle.</p> <p>Understand how to conduct themselves safely during a lesson.</p> <p>Be able to differentiate between a travel and a roll.</p>
2	Gymnastics		

		<p>Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Travel:</p> <p>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p> <p>Jump:</p> <p>Explore shape in the air when jumping and landing with control (e.g. star shape)</p> <p>Roll:</p> <p>Continue to develop control in different rolls</p> <p>Pencil roll – from back to front keeping body and limbs in straight shape</p> <p>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side.</p> <p>Repeat to build up core strength Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control</p> <p>Begin forward roll (crouch in tucked shape, feet on floor, and hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position)</p>	
3	Gymnastics	Sequencing:	Understand what points of contact are.
4	Gymnastics		

	<p>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</p> <p>Balance:</p> <p>Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite)</p> <p>NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>Explore balancing on combinations of 1/2/3/4 “points” e.g. 2 hands and 1 foot, head and 2 hands in a tucked head stand</p> <p>Balance on floor and apparatus exploring which body parts are the safest to use</p> <p>Explore balancing with a partner: facing, beside, behind and on different levels</p> <p>Move in and out of balance fluently</p> <p>Travel:</p> <p>Use a variety of rolling actions to travel on the floor and along apparatus</p> <p>Travel with a partner; move away from and together on the floor and on apparatus</p> <p>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</p> <p>Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus</p> <p>Jump:</p> <p>Explore leaping forward in stag jump, taking off from one foot and landing on the other (on floor and along bench controlling take-off and landing)</p> <p>Add a quarter or half turn into a jump before landing</p>	<p>Explore variety of ways the body can move, twist and bend.</p> <p>Know how to conduct themselves safely on a wider range of equipment.</p> <p>Know how to land safely when jumping from the floor or from a height.</p>
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		<p>Make a twisted shape in the air and control landing by keeping body upright throughout the twisting action</p> <p>Roll:</p> <p>Continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner.</p> <p>Combine the phases of earlier rolling actions to perform the full forward roll</p> <p>Begin the backward roll</p>	
5	Gymnastics	Sequencing:	<p>Have a broad knowledge of 'elements' that could make up a sequence.</p> <p>Understand counter balance and counter tension and how it can be incorporated into a sequence.</p> <p>Understand the difference between symmetrical and asymmetrical and be able to use knowledge to make more interesting and complex sequences.</p> <p>Starting positions- Finishing positions.</p> <p>Explore methods to make routines aesthetically pleasing.</p>
6	Gymnastics	<p>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances</p> <p>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</p> <p>Balance:</p> <p>Perform balances with control, showing good body tension</p> <p>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</p> <p>Explore symmetrical and asymmetrical balances on own and with a partner</p> <p>Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</p> <p>Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus</p> <p>Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control</p>	

		<p>Begin to take more weight on hands when progressing bunny hop into hand stand</p> <p>Travel:</p> <p>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</p> <p>Increase the variety of pathways, levels and speeds at which you travel</p> <p>Travel in time with a partner, move away from and back to a partner</p> <p>Jump:</p> <p>Make symmetrical and asymmetrical shapes in the air</p> <p>Jump along, over and off apparatus of varying height with control in the air and on landing</p> <p>Roll:</p> <p>Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet</p> <p>Explore symmetry and asymmetry throughout the rolling actions</p>	
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Swimming and water safety	<p>St Martin's provides swimming provision for year 5.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25 metres - use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) - perform safe self-rescue in different water-based situations
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