

Physical Education Curriculum INTENT

The physical education curriculum at Nethergate intends to enable and inspire all pupils to gain knowledge, succeed, participate in and enjoy a range of physical education opportunities including competitive sport. It provides opportunities for pupils to become physically confident in a way which supports their health, fitness, wellbeing and independence and allows them to apply their skills and knowledge across different sports and physical activities.

Opportunities to take part in team sports and other activities build resilience and embed values such as fairness and respect. Pupils should understand what makes a performance effective and how to apply these principles to their own and others work.

We want pupils to develop confidence to participate in a wide range of physical activities and opportunities for physical activity woven through the curriculum to ensure pupils are increasingly physically active. Pupils will engage in and enjoy a variety of sports through a wide range of experiences in school and the wider community. Pupils will be supported to live active and independent lifestyles.

Long Term Plan for Physical Education

	Informal	Semi-Formal	Express and Innovate
Communication	Pupils will communicate using their preferred method of communication including AAC, gestures, signs and symbols to make choices and discover and experience Physical Education eg;- communicating a choice of activity such as gesturing towards equipment or initiating interactions with one other peer/adult.	Pupils will communicate through key words (verbal, using symbols/signs/pictures) to develop their Physical Education knowledge and understanding eg;- listening to instructions, following rules, expressing their likes and dislikes, working alongside peers in a group and recognising and collecting familiar pieces of equipment.	Pupils will communicate through sentences (written and/or verbal) for a purpose and audience to deepen their Physical Education knowledge and understanding. E.g. Write/verbalise reflections on their performance and technique, communicating within a team using appropriate vocabulary specific to the sport.
Independence	Pupils will independently engage with and discover a variety of PE based equipment and emerging skills, e.g. seeking a ball to roll, intercepting a moving ball, beginning to move when the music starts. They will begin to recognise that the change clothing so its appropriate to take part in Physical Activity and recognise and understand the changes that happen to their bodies when physically active.	Pupils will independently think for themselves to find out things for themselves to use their control and co-ordination skills e.g. to kick a ball towards a target, copying a modelled dance pose. They will find out things for themselves and deepen their knowledge and ability to perform Physical Education e.g. execute techniques, playing competitive games, performing dance.	Pupils will build on and embed the physical development skills previously learnt. Pupils will become more competent, confident and expert in their techniques and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. Pupils will develop the confidence and interest to get involved in exercise, sports and activities outside of school and in later life and understand and apply the long-term health benefits of physical activity.
Safety	Pupils will be supported to warm up and prepare their bodies for exercise and begin to independently follow these routines. They will be supported to use equipment safely and appropriately and to communicate to an adult if they need help. They will be supported by adults to self regulate if the activity or environment is proving to be overwhelming. Pupils will be able to access community facilities with high levels of support safely transiting for example from the bus to the leisure centre.	Pupils will be able to identify the components of a good warm up and cool down and make suggestions of appropriate activities. They will be able to independently use basic equipment safely such as benches, balls and bats and identify unsafe use of such items. They will be able to start identify if their behaviour is unsafe and work out strategies to self regulate alongside an adult. They will be able to transition into the community with group adult support and access facilities such as a leisure centre.	Pupils will be able to use a wide range of equipment safely and for its intended purpose. They will be able to lead and participate in warm up and cool down activities and can discuss their importance. They will be independently self regulating and may ask adults if they need a break if a situation becomes overwhelming. They can identify the importance of rules in games and why they keep everyone participating safe. Pupils will be able to access community facilities with minimal adult support.
Wellbeing	Pupils will be supported to identify activities which make them feel happy and those which they don't enjoy.	Pupils will identify activities which make them feel happy and those which they don't enjoy. They will start to link feelings/emotions and mood to movement and make choices with support on how to make choices around their self regulation.	Pupils will identify activities which make them feel happy and those which they don't enjoy. They will link feelings/emotions and mood to movement and make choices and make choices around their self regulation.

In **Physical Education**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Engage	Semi-Formal	Express & Innovate
<p>Spatial Awareness- Pupils will experience moving around a variety of spaces, beginning to run with awareness of their environment and those in their space.</p> <p>Pupils will discover how to work alongside their peers whilst beginning to acknowledge them e.g. being under the parachute together with peers.</p>	<p>Pupils will develop their knowledge and understanding of directional commands, e.g. move forwards, backwards, sideways.</p> <p>Pupils will develop their ability to work in a pair or small group on a clearly defined task e.g. putting equipment away working together on a circuit station.</p>	<p>Pupils will extend their knowledge and understanding of movement e.g. running, jumping, speed, agility and quickness and co-ordination and apply this to a range of activities and sports.</p> <p>Pupils will extend their skills and abilities to work within different contexts such as competing in a team, working in a pair effectively.</p>

Athletics

Engage	Semi-Formal	Express & Innovate
<p>Pupils will experience and explore throwing different objects such as beanbags, different sized balls with little control of direction e.g. throwing/rolling objects around the space</p>	<p>Pupils will develop their skills in throwing by using both underarm and overarm movements to throw towards a target eg throwing a rounder's ball overarm into a hoop 10m away.</p>	<p>Pupils will extend their knowledge and understanding of the technique involved in the different throwing events. Eg comparing the biomechanics of a shot putt and javelin throw.</p>

Engage	Semi-Formal	Express & Innovate
<p>Pupils will develop their balance, co ordination and agility and use it to travel from one place to another eg;- running, walking or crawling from a start to a finish line.</p>	<p>Pupils will develop their control, balance strength and flexibility to travel faster or longer. Eg;- Running from a start to a finish line over a extended distance.</p>	<p>Pupils will continue to extend and develop their technique to improve their performance e.g. Running a measured distance faster or running further. The will also use their knowledge and understanding to evaluate and give feedback on a peers performance.</p>

Pupils will discover moving around a space in different ways copying staff and jumping together as well as independently e.g. adult holds hand with pupil and they jump together	Pupils will develop their ability to jump by practicing different types of jumps eg one footed jumps/ 2 footed jumps and be able to sequence them with another movement eg running then jumping.	Pupil will extend their knowledge and understanding of jump technique and use this to improve and give feedback on others performances. They will understand the differing technique in different jumping evens eg triple jump and long jump.
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Pupils will experience activities which involve basic balance, co ordination and agility in a range of activities and be able to explore these movements independently. E.g. Simple activities promoting movements such as jumps/rolls, static balances.	Pupils will further develop their control and link movements in a simple sequence e.g. jumps, rolls and balances in sequence.	Pupils will use their strength/balance/coordination and further extend their technique to perform more extended sequences. They will also use their knowledge and understanding to improve their own and give feedback to others on performances.
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Pupils will explore a range of differing gym apparatus eg benches/beams/mats remembering a learnt response over time e.g rolling on a mat.	Pupils will perform simple movements independently and with control on familiar gym equipment e.g. walking along a bench	Pupils will extend their skills and perform more advanced movements and perform a sequence of movements. They will also use their understanding and knowledge to evaluate their own and their peers performances.
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Dance

Pupils will experience and interact with different types of music demonstrating a learnt response over time eg;- beginning to move their body when music plays	Pupils will develop their dance skills through repetitive sequences and movements to a range of different music eg copy an adult in a simple sequence.	Pupils will extend their skills in dance applying techniques to a range of dance styles and forms. Eg performing a street dance sequence.
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Pupils will discover how to move body parts independently to music. Eg stamp feet or clap hands when music starts.	Pupils will develop their dance ability beginning to respond to rhythms and using different basic body actions to music, eg move arms in time to music.	Pupils will extend their skills to include more advanced techniques eg. Changing level/direction/or pace in response to the beat/rhythm or words.
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Games

Pupils will experience simple modified games to introduce early games skills e.g playing with a low level basketball hoop	Pupils will develop the knowledge of competitive games and understand the basic rules of play (these may be modified) and the tactic involved e.g the concepts of attacking and defending.	Pupils will extend their range of tactics and strategies to overcome opponents in direct competition through team and individual games eg; use a dodge at a appropriate time in basketball.
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Pupils will experience working alongside teammates e.g. working with a partner to roll or throw a ball.	Pupils will develop the ability to interact with team mates and work collaboratively to achieve a goal. E.g. getting a team mate 'back in' in dodgeball.	Pupils will extend their communication and interaction skills to be able to support their team mates constructively e.g. Offering praise for a good shot/pass
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Pupils will experience celebrating with their team and encouraging others through positive feedback and interacting eg cheering when the ball reaches the target.	Pupils will develop the knowledge and understanding to identify a good performance or to identify a good skill or aspect of a performance, with adult support they will begin to explore why. eg; able to say a particular shot was good.	Pupils will be able to identify the reasons why a performance is 'good' and can compare with previous performances to achieve their personal best. Eg. Identifying good technique in a set shot.
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Outdoor and Adventurous Activities

Pupils will discover new environments and situations that they can explore e.g. exploring the forest school area in the allotment	Pupils will develop their understanding of equipment and work to problem solve individually and as a group e.g. connecting pipe to make water flow	Pupils will extend their knowledge, communication and problem solving skills by working as a group to complete a challenge. E.g building a crossing over a 'river' using equipment
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Swimming

Pupils will discover and explore different movements in the water.	Pupils will develop their swimming skills beginning to propel themselves across the pool using arms and legs and a floatation aid.	Pupils will deepen their swimming skills and proficiency using a range of strokes to swim competently 25 meters.
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Pupils will explore objects in the pool and learn how to move around them. E.g Pick up and collect toys	Pupils will develop their awareness of danger and build water confidence e.g putting faces in the water, awareness of others in the pool.	Pupils will extend their personal safety skills by knowing how to perform safe self rescue in different water based situations e.g floating on your back.
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Evaluation and feedback

Pupils will experience and contribute to the celebration of success e.g joining in clapping	Pupils will develop their understanding of what simple feedback is e.g correctly naming a skill that another pupil has performed.	Pupils will extend their use of feedback to include what makes a performance good and how a peer might improve
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Pupils will experience how to take part in physical activity through repetition and learnt responses, e.g knowing to throw a object into a hoop.	Pupils will develop their ability to improve their performance in a physical activity through adult or peer modelling, e.g. a child watching a adult balancing then replicating it.	Pupils will deepen their ability to improve performance in a physical activity through self, peer and adult feedback, eg changing a sequence based on feedback.
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