

Physical Education Key Stage 2



Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 Physical Education is formed of 9 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Gymnastic activity: locomotion and rolling	Year 3, Year 4	4
2 Dance activity: patterns	Year 3, Year 4, Year 5, Year 6	3
3 Athletic activity: run, jump and throw 1	Year 3, Year 4	3
4 Outdoor and adventurous activity: trails, trust and teamwork	Year 3, Year 4	4
5 Water safety	Year 3, Year 4, Year 5, Year 6	3
6 Games activity: passing and receiving	Year 5, Year 6	6
7 Gymnastics activity: sequencing	Year 5, Year 6	4
8 Athletic activity: run, jump and throw 2	Year 5, Year 6	4





3. Lessons

Unit 1 Gymnastic activity: locomotion and rolling

4 Lessons

Lesson number	Lesson question	About the lesson
1.	To perform basic and intermediate gymnastics balances with control	<p>Pupils will learn</p> <ul style="list-style-type: none">• Pupils will learn to perform basic and intermediate gymnastics balances with control.• Pupils will understand how to exercise in a safe way (HRE link). <p>Lesson vocabulary</p> <ul style="list-style-type: none">• Basic balances (star, tuck, straight balance, straddle, pike), intermediate balances (front support, back support, side support, dish, arch, shoulder stand), accuracy, body tension, safety, major muscles. <p>Equipment</p> <ul style="list-style-type: none">• Soft yoga mat or towel <p>Essential additional subject-specific information</p> <ul style="list-style-type: none">• Skills: balancing, control <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.

2.

To link balances and jumps with locomotion

Pupils will learn

- Pupils will learn to link balances and jumps with locomotion.
- Pupils will understand the effects of exercise on the body (HRE link).

Lesson vocabulary

- Travel, locomotion, basic balances (star, tuck, straight balance, straddle, pike), intermediate balances (front support, back support, side support, dish, arch, shoulder stand), jumps (straight jump, tuck jump, star jump, take off, flight, landing), strength, cardiovascular fitness, heart rate (pulse), breathing rate, temperature, energy.

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, jumping, flexibility

Guidance warnings

- Physical activity required.
-



3.

To create a sequence using different levels and pathways

Pupils will learn

- Pupils will learn to create a sequence using different levels and pathways.
- Pupils will understand how nutrition and hydration impacts on the body (HRE link).

Lesson vocabulary

- Sequence, travel, level, direction, pathways, nutrition, hydration, healthy body and mind

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing

Guidance warnings

- Physical activity required.
-



4.

Performing a sequence with control and accuracy

Pupils will learn

- Pupils will learn to perform a sequence with control and accuracy.
- Pupils will understand the impact of exercise on our mindset and positive attitudes (HRE link).

Lesson vocabulary

- Sequence, locomotion, travel, levels, direction, pathways, control, tension, accuracy, healthy mind, mood

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: balancing, jumping, rolling, control

Guidance warnings

- Physical activity required.
-





Lesson
number

Lesson question

About the lesson

1.

Recipe: following instructions

Pupils will learn

- Pupils will learn to improvise freely.
- Pupils will learn to translate ideas from a stimulus into movement using the five basic body actions.
- Pupils will learn to create a dance phrase that has a clear beginning, middle and end.

Lesson vocabulary

- Stimulus, explore, improvise, refine, body actions, space, dynamics, relationships, accuracy, body, tension, safety, major muscles

Equipment

- Language board of action words, Action Space Dynamics Relationships (ASDR), stimulus (e.g. words or pictures), music

Essential additional subject-specific information

- Skills: improvisation, control

Guidance warnings

- Physical activity required.

2.

Dance styles: traditional Greek dance

Pupils will learn

- Pupils will learn to link action space dynamics and relationships using the stimulus of different characters.
- Pupils will learn to understand the effects of exercise on the body and mood (HRE link)

Lesson vocabulary

- Phrase, travel, pathways, shape, stillness, flexibility, heart rate (pulse).

Equipment

- Language board of action words, Action Space Dynamics Relationships (ASDR), stimulus (e.g. words or pictures), music.

Guidance warnings

- Physical activity required.
-



3.

Directions

Pupils will learn

- Pupils will learn to practise, repeat and refine movement phrases
- Pupils will learn how the body moves in different ways (e.g. fast/slow, heavy/light, direct/flexible).
- Pupils will understand the benefits of dance on the body (HRE link).

Lesson vocabulary

- Body actions, space level, direction, pathways, dynamics (e.g. fast/slow; heavy/light; direct/flexible)

Equipment

- Language board of action words.

Guidance warnings

- Physical activity required.
-





Lesson number

Lesson question

About the lesson

1.

An introduction to running, jumping and throwing

Pupils will learn

- Pupils will be involved in activities to introduce to running stride.
- Pupils will be involved in activities to introduce to basic throwing actions.
- Pupils will be involved in activities to introduce to simple stretches as a part of a cool down.

Lesson vocabulary

- Warm-up, speed, acceleration, agility, coordination, breathing and heart rates.

Equipment

- Cones (or similar), chalk, various light throwing objects (e.g. sponge ball, small soft ball, tennis ball, bean bags), ropes or a towel for use as a target.

Essential additional subject-specific information

- Skills: push, pull, sling and heave throwing actions

Guidance warnings

- Physical activity required.

2.

Running over obstacles and throwing for accuracy

Pupils will learn

- Pupils will be involved in activities to practise running and jumping skills.
- Pupils will be involved in activities to improve accuracy when throwing from a standing position.

Lesson vocabulary

- Warm-up, breathing and heart rates

Equipment

- Marker cones, towels or hoops to make a target on the floor, variety of obstacles (e.g. cones, balls, cuddly toys, rolled up towels, bottles), 10 balls made from scrunched up newspaper.

Essential additional subject-specific information

- Skills: running and jumping combinations, standing throws for accuracy

Guidance warnings

- Physical activity required.
-



3.

Changing direction and throwing with power and precision

Pupils will learn

- Pupils will be involved in activities to enhance running strides between two zones.
- Pupils will be involved in activities to practise throwing two-handed from a step approach.

Lesson vocabulary

- Agility, coordination and running, stretching and posture

Equipment

- Small throwing objects (e.g. tennis balls, bean bags or scrunched up newspaper), obstacles that are easy to jump over, 2 Hoops and/or 2 buckets, variety of targets (e.g. cones, balls, boxes, cuddly toys, rolled up towels, bottles).

Essential additional subject-specific information

- Skills: over-arm throwing, stepping and throwing

Guidance warnings

- Physical activity required.
-



Unit 4 Outdoor and adventurous activity: trails, trust and teamwork 4 Lessons



Lesson
number

Lesson question

About the lesson

1.

Movement scavenger hunt

Pupils will learn

- Pupils will work cooperatively to solve group and paired challenges.
- Pupils will listen to and evaluate all ideas and suggestions.
- Pupils will contribute to solving a problem by offering constructive suggestions.

Equipment

- Newspapers or comics, clear sticky tape, glue, paper clips.

Guidance warnings

- Physical activity required.

2.

Pillowcase challenge

Pupils will learn

- Pupils will work cooperatively to solve group and paired challenges.
- Pupils will plan a task carefully and confidently contribute ideas.
- Pupils will follow and understand instructions and work collaboratively to solve a problem.
- Pupils will explain how you solved the task.

Lesson vocabulary

- Plan, experiment, choose, muscles and bones

Equipment

- Cuddly toy, sticky tape or chalk, skipping ropes, elastic bands.

Essential additional subject-specific information

- Skills: teamwork, resilience

Guidance warnings

- Physical activity required.
-



3.

Down by the river

Pupils will learn

- Pupils will demonstrate understanding of the concept of a basic map.
- Pupils will navigate their way around a simple orienteering course.
- Pupils will learn to understand the term 'orientate or 'setting' in relation to map reading.

Lesson vocabulary

- Map, orientate, set, symbol, birds-eye view, oxygen

Equipment

- Building blocks (e.g. Lego), round maps, round map examples.

Essential additional subject-specific information

- Skills: orienteering

Guidance warnings

- Physical activity required.
-



**Pupils will learn**

- Pupils will develop a simple 'star' orienteering activity.
- Pupils will learn to record information accurately and neatly.
- Pupils will learn to follow rules when completing a star orienteering activity.

Lesson vocabulary

- Control point, star orienteering, accurate, rules, fatigue

Equipment

- Hoops

Essential additional subject-specific information

- Skills: orienteering

Guidance warnings

- Physical activity required.
-



Lesson
number

Lesson question

About the lesson

1.

Understanding water hazards

Pupils will learn

- In this lesson, we will explore the hazards connected to different water environments and we will develop our knowledge of water safety signs and flags to help keep us safe.

Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

Guidance warnings

- Physical activity required.

2.

What happens if you fall in to water

Pupils will learn

- In this lesson, we will learn about the effects of cold water on the body and will learn about survival and self-rescue skills.

Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

Guidance warnings

- Physical activity required.
-



3.

Responding to a water safety emergency

Pupils will learn

- In this lesson, we will learn how to help others in water based emergency situations and will learn how to keep ourselves safe whilst helping others.

Equipment

- Please note this lesson will require additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson.

Guidance warnings

- Physical activity required.
-





Lesson number

Lesson question

About the lesson

1.

How do I safely orientate and control my body position when passing and receiving?

Pupils will learn

- Pupils will be involved in passing and receiving activities with their hands.
- Pupils will plan and practise strategies to promote health and safety.
- Pupils will orientate and control their body positions.
- Pupils will send and receive in combination.

Lesson vocabulary

- Safety rules and considerations, combinations and combos, orientate and adjust, ready position, nutrition

Equipment

- Items (cones or similar), wall, ball

Essential additional subject-specific information

- Skills: positioning, footwork

Guidance warnings

- Physical activity required.

2.

How do I develop agility, balance and coordination for consistency, fluency and precision?

Pupils will learn

- Pupils will be involved in passing and receiving activities with their hands.
- Pupils will develop consistency, fluency and precision in specific techniques that develop agility, whole balance and coordination.
- Pupils will learn to monitor their own progress.

Lesson vocabulary

- Sequential movement, techniques, nutrition

Equipment

- Items (cones or similar), wall, ball

Essential additional subject-specific information

- Skills: catching techniques (e.g. fingers spread, step into pass, follow through), passing techniques (e.g. bounce, chest overhead), footwork, twisting and turning.

Guidance warnings

- Physical activity required.
-



3.

How do I develop positive attitudes and learning behaviours when passing and catching?

Pupils will learn

- Pupils will be involved in passing and receiving activities with their hands.
- Pupils will recognise how the media and important people in the community influence their personal attitudes, beliefs, decisions and behaviours.
- Pupils will develop outwitting techniques.

Lesson vocabulary

- Influence, attitudes, decisions, behaviours, skilled, role model / mimic, feign, response to exercise.

Equipment

- Items (cones or similar), wall, ball

Guidance warnings

- Physical activity required.
-



4.

How do I keep my focus when my muscles are aching and I feel tired?

Pupils will learn

- Pupils will be involved in passing and receiving activities with their feet.
- Pupils will know the strengths and weaknesses of their performance and use feedback and appropriate terminology to build on strengths and work to overcome weaknesses.
- Pupils will apply skills to orientate and control their body positions.
- Pupils will apply skills to send and receive in combination.

Lesson vocabulary

- Combinations and combos, orientate and adjust, ready position, effects of exercise

Equipment

- Items (cones or similar), wall, ball

Essential additional subject-specific information

- Skills: footwork, use of ICT (phone video)

Guidance warnings

- Physical activity required.



5.

How do I develop solution focused practice to improve consistency, fluency and precision?

Pupils will learn

- Pupils will be involved in passing and receiving activities with their feet.
- Pupils will develop consistency, fluency and precision in specific techniques that develop agility, whole balance and coordination.
- Pupils will learn to monitor and evaluate their own progress

Lesson vocabulary

- Address' the ball, Twist and turn, effects of exercise

Equipment

- Items (cones or similar), wall, ball

Essential additional subject-specific information

- Skills: cushion the ball

Guidance warnings

- Physical activity required.



6.

How do I develop healthy habits?

Pupils will learn

- Pupils will be involved in passing and receiving activities with their feet.
- Pupils will develop outwitting techniques.
- Pupils will explain and adhere to the components of healthy active lifestyles.

Lesson vocabulary

- Rest, sleep, regular physical activity, avoiding 'sedentary' activity.

Equipment

- Items (cones or similar), wall, ball

Essential additional subject-specific information

- Skills: feign skills (e.g. drop shoulder, 'roll over' 'step over' etc.)

Guidance warnings

- Physical activity required.
-





Lesson number

Lesson question

About the lesson

1.

Developing gymnastics sequences with control

Pupils will learn

- Pupils will learn to develop complex gymnastics sequences.
- Pupils will understand how to exercise in a safe way (HRE link).

Lesson vocabulary

- Sequence, accuracy, body, tension, balance, basic balances, intermediate balances, arabesque, T-balance, frog, locomotion (e.g. leap, jump, turn, twist, roll, cat leap, stag), safety, response to exercise.

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: control, balancing, jumping, rolling

Guidance warnings

- Physical activity required.

2.

Creating sequences using a range of compositional techniques

Pupils will learn

- Pupils will learn to create sequences using a range of compositional techniques.
- Pupils will understand the effects of gymnastics on our body: speed, strength, flexibility, cardiovascular fitness (HRE link).

Lesson vocabulary

- Sequence, travel, levels, direction, dynamics, pathways, tension, accuracy, composition, speed, strength, flexibility, cardiovascular fitness.

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: control, balancing, jumping, rolling

Guidance warnings

- Physical activity required.
-



3.

Creating a sequence using rhythmic awareness

Pupils will learn

- Pupils will learn to create a sequence using rhythmic awareness.
- Pupils will understand how nutrition helps our performance.

Lesson vocabulary

- Rhythmic awareness, accuracy, sequence, levels, direction, pathways, control, tension, nutrition, body, carbohydrates, proteins, fats, vitamins

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: control, jumping, performing

Guidance warnings

- Physical activity required.



4.

Performing a complex sequence with fluency and control

Pupils will learn

- Pupils will learn to perform a complex sequence with fluency and control.
- Pupils will understand how to improve our mindset and positive attitude through exercise.

Lesson vocabulary

- Sequence, fluency, levels, direction, pathways, dynamics, tension, composition, complex, mood, mindset, health

Equipment

- Soft yoga mat or towel

Essential additional subject-specific information

- Skills: control, performing

Guidance warnings

- Physical activity required.
-





Lesson number	Lesson question	About the lesson
1.	Linking jumps, and throwing with a pulling action	<p>Pupils will learn</p> <ul style="list-style-type: none">• Pupils will be involved in activities to enhance continuous single and double-footed jumps.• Pupils will be involved in activities to experience the combination of jumping and moving.• Pupils will be involved in activities to introduce pull throwing actions. <p>Lesson vocabulary</p> <ul style="list-style-type: none">• Power, skill transfer <p>Equipment</p> <ul style="list-style-type: none">• Marker cones, skipping rope, 5 objects to create targets (e.g. bottles, cones, boxes, toys, bean bags, tennis balls or scrunch balls made from newspaper), 1 chair <p>Essential additional subject-specific information</p> <ul style="list-style-type: none">• Skills: single and double-foot continuous jumping, over-arm pull throwing. <p>Guidance warnings</p> <ul style="list-style-type: none">• Physical activity required.

2.

Reactive jumping, and throwing with a slinging action

Pupils will learn

- Pupils will be involved in activities to practise reactive jumping.
- Pupils will be involved in activities to practise rotational sling throwing over varying distances.

Lesson vocabulary

- Hydration

Equipment

- Marker cones, swimming noodle or rolled up towel, variety of targets (e.g. cones, balls, boxes, cuddly toys, rolled up towels, bottles), various light throwing objects (e.g. sponge ball, small soft ball, quoits bags).

Essential additional subject-specific information

- Skills: speed bounce and 'plyometric' actions, sling throwing for distance and accuracy.

Guidance warnings

- Physical activity required.
-



3.

An introduction to throwing with a pushing action

Pupils will learn

- Pupils will be involved in activities to change direction and react to a verbal cue.
- Pupils will be involved in activities to practise throwing with a pushing action.

Lesson vocabulary

- Responses to exercise

Equipment

- Marker cones, a ball (e.g. football, basketball or netball), towel, hoop, newspaper, chalk

Essential additional subject-specific information

- Skills: step and push throwing for distance & accuracy.

Guidance warnings

- Physical activity required.
-



4.

Dynamic warming up, and introducing the heave throwing action

Pupils will learn

- Pupils will be involved in activities to introduce accelerating from a stationary start position.
- Pupils will be involved in activities to practise heave throw from a sitting position.
- Pupils will be involved in activities to stretch as part of a cool down.

Lesson vocabulary

- Speed, agility and coordination, effects of exercise

Equipment

- 4 different coloured objects (e.g. mugs, balls or toys), ball (e.g basketball, netball or football), 2 chairs, shopping bag with handles.

Essential additional subject-specific information

- Skills: two handed heave throwing.

Guidance warnings

- Physical activity required.
-



Unit 9 Outdoor and adventurous activity: planning and making a journey

3 Lessons



Lesson
number

Lesson question

About the lesson

1.

Hiding and finding hidden objects

Pupils will learn

- Pupils will design and create a route for others to follow.
- Pupils will follow a route using a simple map.
- Pupils will describe safety considerations when orienteering.

Lesson vocabulary

- Route, safety, map, symbol, nutrition

Equipment

- Cones, sample maps (previously drawn)

Essential additional subject-specific information

- Skills: orienteering

Guidance warnings

- Physical activity required.

2.

Using symbols to represent objects and placing them on a map

Pupils will learn

- Pupils will undertake a planned journey in the community.
- Pupils will learn to understand the potential hazards of a journey.

Lesson vocabulary

- Journey, plan, directions, risks, dangers, response to exercise

Equipment

- Basic map of the streets near home

Essential additional subject-specific information

- Skills: orienteering

Guidance warnings

- Physical activity required.
-



3.

Making and using a map

Pupils will learn

- Pupils will draw a map of the space, learn how to keep it oriented, and use it to find hidden objects.

Lesson vocabulary

- Orientation, scale

Equipment

- 5 unique objects

Essential additional subject-specific information

- Skills: orienteering

Guidance warnings

- Physical activity required.
-



4. Learn More



Contents

section number

Section heading

- | | |
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| 1. | Introduction to Oak's key stage 2 PE curriculum |
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| 4. | Knowledge selection |
| 5. | Inclusive and ambitious |
| 6. | Pupil engagement |
| 7. | Motivation through education |
| 8. | A curriculum of quality |
| 9. | Prior Knowledge and equipment requirements |

1. Introduction to Oak's key stage 2 PE curriculum



Our aim is to help all pupils continue to access Physical Education (PE) even if they or their teacher cannot attend school. We have provided a comprehensive bank of both stand-alone PE lessons, alongside full units of work should a pupil or teacher be absent from school for a sustained period of time.

The lessons produced aim to be fun, engaging and developmental. They have largely been developed so they can be accessed in an indoor environment with no specialised equipment. Learning is focussed on developing both physical and cognitive skills and is sequenced and scaffolded, and each activity can be adapted to accommodate the learning needs of the individual pupil, and to increase and decrease the difficulty of each task. Deliberate practice is built into each lesson to allow pupils time to secure learning.

It is vitally important that pupils continue to access physical activity, and we encourage all pupils to be physically active for a minimum of thirty minutes-a-day. These PE lessons will help provide structure and learning to help achieve both physical and personal outcomes.

The Oak PE curriculum will provide opportunities for all pupils to develop their physical confidence and competence in a way that supports their health and fitness. Opportunities are also provided for pupils to develop life skills and build character.

The Oak PE curriculum will aim to help pupils to:

- Develop a confidence and love of moving
- Learn through moving
- Develop competence in a broad range of physical activities
- Be physically active for sustained periods of time
- Enjoy and experience daily physical activity including personal competition
- Understand how physical activity impacts on mental health and cognitive performance as well as physical health
- Lead healthy active lives
- Develop essential life skills and resilience

2. Coherence and flexibility



This PE curriculum takes a thematic approach where knowledge, understanding and skills are developed over the course of each unit. Schools can teach the units of this curriculum in any order, although a suggested sequence of lessons for each unit has been provided which best supports progression, both in terms of knowledge and physical skills. Lessons can be taught as stand-alone too.

3. Knowledge organisation

The units and proposed sequence of learning are organised around key themes or activities. These start with developing a knowledge and understanding of health and wellbeing, and skills that underpin being able to independently lead a healthy active lifestyle. The curriculum includes a range of different types of activity to ensure the learning is broad and balanced. The units allow teachers to select the most relevant activity to support / complement the learning which is currently being delivered within their school PE curriculum. This is to ensure that all pupils can still access and experience the planned learning.

For some lessons a pupil card is provided to minimise potential barriers to accessing the lesson, these can be accessed electronically and, if required, printed off.

4. Knowledge selection

Decisions about knowledge selection have been guided by a) knowledge and skills that underpin the subject, b) commonly delivered units within the subject, and c) the national curriculum at all key stages and DfE guidance remove or reference this DfE part-not sure what it is.

Content has been selected for this curriculum that enables pupils to transfer learning and skills from one activity to another. All activities can be carried out safely within a pupil's home environment.

The suggested curriculum sequence builds through the key stages so that as pupils move forward in their education, they revisit / reinforce prior knowledge, understanding and skills they need to succeed in the next phase.

5. Inclusive and ambitious

Lessons are structured to allow all pupils to experience success. Most lessons have STEP (Space, Task, Equipment, People) principles built-in to support adapting the lesson to meet the pupils needs and environment. This includes making the space

larger or smaller, altering the task to make it less or more challenging or putting in a condition like a time constraint, using different equipment and altering the number of people involved (although this is the least likely possibility if home learning).



Tasks are created that build on success and thus provide pupils with the motivation to keep learning more. The intention is that pupils can take responsibility for their learning, have the confidence and competence to find an activity that they enjoy and that ultimately helps them to engage in healthy active lifestyles.

6. Pupil engagement

This PE curriculum develops pupils' physical and personal skills through a sequence of lessons that can also be extracted as 'one-off lessons'. Each lesson will contain clear explanations and where appropriate a demonstration of a physical skill and will contain regular pause points for each pupil to complete the task and to practice the skill required (deliberate practice). Teachers will provide key teaching and learning points for pupils to focus on and questions will be posed to check pupils' learning. Model answers will be provided and some lessons have a quiz for pupils to check their own learning.

7. Motivation through education

Through careful selection of activities, themes and well planned lessons, pupils should realise the intrinsic value of PE in terms of physical, social, emotional and cognitive development. The intention is that pupils have the desire to; Go beyond each lesson; continue to improve their skill level, improve their health and fitness, and continue to develop life skills and build their character (re-word to be less of a claim?). All accumulating in an increased motivation to do more physical activity.

8. A curriculum of quality

The PE curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between developing physical skills, thinking skills, personal skills and experiencing competition. The curriculum will help pupils understand what makes a performance effective, and how they can apply these principles to their own and others' work. Pupils should be helped to develop the knowledge (including key principles and language around health and fitness as a golden thread), confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Within the confines of working independently pupils will:



- Develop their physical literacy, the fundamental movement skills and a range of sports skills and strategies to overcome opponents (a focus on the strategy if not the execution)
- Consider the variety of ways we can be active for 60 minutes a day
- Explore the importance of exercise to physical and mental health
- Work alone to improve and solve problems
- Practice some of the technical elements of the activity area including any underpinning knowledge
- Analyse their own performances to help them to improve
- Work towards developing the confidence/skills to be able to take part in competitive sports and activities outside school through community links or sports clubs (this will not be the focus of the lessons but the learning experiences will keep them on this track)

9. Prior knowledge and equipment requirements

Phase: Key Stage 2 Lower

Unit title:	Unit length:	Prior knowledge	Equipment:
Gymnastic activity: Locomotion and rolling	4 lessons	None	Soft yoga mat or towel
Dance activity: Making and mixing the main elements of dance, action space dynamics relationship	3 lessons	Know 5 basic actions	Music / words / visual stimuli
Athletic activity: Run, jump & throw (1)	3 lessons	None	Marker cones, variety of targets, various light throwing

			objects (e.g. sponge ball, small soft ball, tennis ball, Bean bags), obstacles that are easy to jump over	
Outdoor and adventurous activity: Trails, trust and teamwork	4 lessons	None	Newspapers / comics, clear sticky tape, glue, paper clips, pencil & paper	
Phase: Key Stage 2 Upper				
Games activity: Passing and receiving	6 lessons	None	Wall, Cones or similar, Ball (e.g. basketball, football, netball etc)	
Gymnastics activity: Sequencing	4 lessons	None	Soft yoga mat or towel	
Athletic activity: Run, jump & throw (2)	4 lessons	None	Marker cones, Skipping rope, Obstacles that are easy to jump over, Range of targets, Objects to create Obstacles and barriers (e.g. towels)	
Outdoor and adventurous activity: Planning and making a journey	3 lessons	Understanding of the concept of a basic map and fundamental map reading skills such as how to orientate the map, and recognise features	Cones, Sample maps (previously drawn), Materials to make a shelter (e.g. tarpaulin or a bed-sheet, polythene sheet, cardboard, rope, poles, tent pegs, rocks)	