

At Wychall, the Physical education curriculum is sequenced carefully to ensure that previous knowledge is revisited and built on. Each unit is carefully planned to ensure that prerequisite knowledge is built upon and connected content, between aspects within Physical Education and other disciplines (science for example), are carefully linked and revisited. Units are organised into key areas of learning that include: Dance, gymnastics, team games, athletics and Outdoor Adventurous Activities (OAA). These units are then further grouped into health and fitness, acquiring and developing skills, compete/perform and evaluate. Mathematical knowledge, science knowledge and skills are used regularly to support the understanding of Physical Education knowledge, developing an inquiry-based learning approach to Physical Education, such as probability, multiplication, fractions, data and graphs for mathematics and understanding the human body through the unit of 'Animals including humans'. These links have been carefully planned in relation to prior learning outlined in the mathematics and science programme of study. The development of the Physical Education curriculum offer has been carefully built under the core principles and values of the school along with the aim and purpose of study from the national curriculum and Sports Values. All disciplines have a balance of principles, aims and values embed within them and are progressive throughout KS1 and 2.

In the Autumn term, pupils will develop their movement, balance, core strength, flexibility and communication skills with their progressive development of Gym and Dance. Safe Practice in Physical Education, School Sport & Physical Activity (2016) supports the development of inquiry for Physical Education and supports Dance and Gym to be taught in a warm environment so the body can be supple for movement and that pupils should carry out bare foot work on the floor and apparatus and so working inside school at this point of the academic year is pertinent.

Throughout all units of work, there is a reoccurring theme of: health and fitness, acquiring and developing, compete and perform and evaluate.

In the Spring term, pupils apply their core strength, movement and flexibility to apply to games and OAA, where pupils continue to develop their techniques, strategy while competing in a team, collaboratively.

At the end of the Summer term, all pupils will apply these skills to athletics where they learn to excel competitively in teams and individual.

Pupils in Year 3 have 2 terms for them to embed their swimming skills with more opportunities to succeed the minimal requirements of swimming 25m unaided. To ensure all pupils esp. those who may have joined the school after lower KS2, Year 6 continue to develop their swimming skills in the Summer term.

Gymnastics:

When studying gymnastics, pupils in year 1 will focus primarily on describing how the body feels before, during and after exercise and carry and place equipment safely. Pupils will create and perform a movement sequence copying two linked actions, travel in different ways changing direction, holding shapes with simple balances and jumps. This knowledge is then built upon in year 2 where children learn to recognise and describe how the body feels during and after physical activity and explore the requirements needed to climb onto and jump off equipment safely. Pupils

will continue to build on previous knowledge and learning by moving in different ways incorporating rolls and holding a shape whilst balancing on different parts of the body. During this learning pupils, pupils will explore the requirements for increasing control and balance.

In lower key stage, children will use the previous knowledge from both year 1 and 2 to explore in more depth the effects of exercise on the body and the importance of strength and flexibility for physical activity such as within their balances and the importance of warming up and cooling down. During this learning, Children will continue to independently compose their own complex movement patterns and develop precision into their movements. This knowledge is then used and built upon in more depth to develop quality of their actions such as shape, balances and confidence to use equipment to vault and incorporate into movement sequence. This knowledge is then used and built upon in more depth to better understand health and fitness and the acquiring and developing of skills for gymnastics in later key stage 2. Throughout these units, pupils draw a better understanding of how to explain safety principles when preparing for and during exercise and create their own complex sequences involving a full range of actions and apply skills and techniques consistently showing precision and control.

Dance:

When studying dance, pupils in year 1 will focus primarily on how the body feels before and after exercise and learn how to carry and place equipment safely as in gym and throughout each unit of work within Physical Education. Children will use prerequisite learning from gymnastics to copy and repeat actions, putting a sequence of actions together to create a motif and varying speed throughout actions. This knowledge is then built upon in year 2 where children begin to recognise and describe how the body feels during and after different physical activities and explain why they need to stay healthy. Pupils will continue to build on previous knowledge and learning by creating a short motif inspired by stimulus, using simple choreographic devices such as unison, canon and mirroring and in time to music.

In lower key stage, children will use the previous knowledge from both year 1 and 2 to explore in more depth how the body reacts at different times and how this affects performance. During this learning, children will continue to learn why exercise is good for your health and to explain the reasons for warming up and cooling down. Pupils will compose, confidently improvise with a partner or on their own and demonstrate precision and some control in their sequence with dynamics. This knowledge is then used and built upon in more depth to better understand health and fitness and the acquiring and developing of skills for dance in later key stage 2. Throughout these units, pupils draw a better understanding of ways in which they can become healthier and identify movements within a dance style and when composing, they do so with dramatic expression.

Games:

When studying games, pupils bring together the knowledge and understanding from units within gymnastics and dance such as the prerequisite learning on health and fitness, this is then built upon in further units of striking and hitting, throwing and catching, travelling with a ball, passing with a ball, possession, using space, attacking and defending and tactics and rules. Pupils in year 1 will focus primarily on using the hitting skills in a game, practising basic striking, sending and receiving. Children will continue to learn how to throw a ball overarm and underarm, to catch, bounce and roll a ball. Pupils will learn how to travel in different directions using prerequisite learning from gym and dance and build on this to travel side to side with a ball and incorporate

speed. Pupils will begin to use the term 'attack and defend' and use skills such as dodging to get past a defender and marking a player to defend. Pupils will learn simple rules to play games including team games. This knowledge is then built upon in year 2 where children strike a ball with increasing control and learn new skills for playing striking and fielding games. Pupils will continue to build on previous knowledge and learning by throwing, catching and bouncing a ball with a partner. Children will throw a ball for distance developing hand eye co-ordination for control. Building on previous learning, children in year 2 will continue to learn to dribble and pass the ball in different ways whilst moving and how to position themselves to hit a ball. Children will develop their speed by following different pathways and courses. Children in year 2 will build on previous knowledge and skills by beginning to use the best space within a game. Children will continue to learn how to use and understand the term attack and defence and apply one technique to a game. Building on previous knowledge and learning, children in year 2 will understand the importance of rules within a game.

In lower key stage 2, children will use the previous knowledge from both 1 and 2 to explore in more depth successful striking and hitting skills. Children will learn a range of skills in striking and fielding and develop knowledge and skills for correct batting. Children will learn and demonstrate how to throw and catch with greater control and accuracy and practice the correct technique for catching a ball in a game. Building on prerequisite learning in year 1, children in lower key stage will learn how to throw a ball in different ways, fast, slow, high and low. Children will continue to learn how to move with a ball in different ways with some control. New acquired knowledge will be learnt in terms of possession, to know how to win and keep back the possession on a ball in a game. Children will use the prerequisite knowledge and skills of space and attack and defence to identify space and get into it as part of a team and use fielding skills to stop balls passing them. Children will understand and begin to apply the basic principles for invasion games incorporating fairness.

This knowledge is then used and built upon in more depth in later key stage 2. Throughout these further units, children drew a better understanding of striking and hitting, confidence in using a ball whilst traveling with speed and change in direction. How to choose and make the best pass within a game, to keep possession of the ball effectively and demonstrate a good awareness of space. Children will continue to learn and demonstrate how to think ahead and plan an attack or defence and work as part of a team to develop fielding strategies. Children will learn more complex rules in team games and communicate effectively to lead others.

Athletics:

When studying athletics, pupils bring together the knowledge and understanding from units within gymnastics, dance and games such as the prerequisite learning on health and fitness, acquiring and developing skills of throwing and catching, to compete and perform and to evaluate. This knowledge and skills is then built upon with jumping and running. Pupils in year 1 will focus primarily on varying their pace and speed when running and maintain good control as they change direction for jogging and sprinting. Children will continue to learn different types of jumps. Children will learn to jump with height and distance. This knowledge is then built upon in year 2, where children begin to select the most suitable pace and speed and run using basic techniques such as different stride lengths. Knowledge and skills in jumping are built upon by jumping for distance with accuracy and control. Children will learn and investigate the most appropriate jumps for distances.

In lower key stage 2, children will use the previous knowledge from both 1 and 2 to explore in more depth the knowledge and skills needed for running and jumping. Children will learn how to identify and demonstrate how different techniques can affect their performance, such as sprinting and baton change over. Children will learn how to combine a jump movement with a hop and step for a triple jump and then land safely with control.

This knowledge is then used and built upon in more depth in later key stage 2. Children will refine running techniques such as sprinting including the reaction time. Children will learn to run over hurdles and demonstrate endurance and stamina over longer distances to maintain a sustain run. Children will continue to learn and demonstrate how to perform and apply different types of jumps in other contexts and continue to develop and improve their techniques for jumping heights and distances.

Outdoor Adventurous Activities:

When studying outdoor adventurous activities, children will continue to build on prior knowledge and skills from the previous units for health and fitness and mathematics units of problem solving. Children will learn how to orientate trails, problem solve, learn how to prepare and organise and communicate effectively. In year 3 primarily children will learn and demonstrate how to orientate with increasing accuracy around a short trail using effective communication when beginning to work as a team. Children will learn the symbols used on a key. In year 4, children will learn and build upon previous learning by recognising features of an orienteering trail and create short trail for others with a physical challenge. Children will learn to take on certain roles within a team and communicate clearly within a team and with other teams. This knowledge is then used and built upon in depth in later key stage 2. Children will orientate themselves with confidence and accuracy and design their own orienteering course which is challenging to others. Children will use navigation equipment and use clear communication effectively when under pressure to complete a particular part in a team. Children will demonstrate leadership skills and use a range of map skills to make informed decisions on the most effective route.