

Fairholme PE Curriculum Overview

All year groups receive 2 hours of high quality PE lessons a week. One lesson is Games and is led by a member of staff or class teacher. The other lesson is taught by the class teacher and is either dance, gymnastics, swimming or multi skills. 10 weeks are devoted to gymnastics and 10 weeks are devoted to dance.

Dance in education involves the child in creating, performing and appreciating movement as a means of expression and communication. Dance differs from the other aspects of the physical education programme in that the primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement.

The dance programme involves the child in a range of creative dance. When creating dance, the child explores a range of body parts, body actions and body shapes. Concepts relating to the body in space, the changing dynamics of movement and the implications of moving in relation to another person and his/her environment are explored. The child is encouraged to dance in response to different stimuli and accompaniment and to view dance performance. The child's concept of what a dance is can be enriched by opportunities to see and appraise the more accomplished work of others.

Gymnastics in education is concerned with the use of movement in a creative way in response to set tasks, both individually and with others. Children explore movement on the floor and when negotiating a variety of equipment. The gymnastics curriculum encourages children to participate in movement experiences that are open to personal interpretation, providing every child with the opportunity to experience success at a personal level, by engaging in challenging but realistically achievable tasks.

As the children progress through a sequential programme they are encouraged to strive for more control over their movements and to respond to more complex tasks. They can be helped to enjoy and develop an appreciation of gymnastics while realising individual potential and limitations, thus enhancing overall development.

http://www.british-gymnastics.org/site/index.php?option=com_content&view=article&id=2190&Itemid=650

The athletics strand provides a variety of opportunities to engage in the natural activities of running, jumping and throwing. The child needs to learn to associate joyfulness with these experiences. The emphasis should be on exploring and experimenting with the basic movements of walking, running, jumping and throwing through a wide range of informal play experiences. Building on these early experiences, children then develop the techniques of running, jumping and throwing as they progress through the primary school.

Running activities can be devised to encourage children to run and to accept challenges to their personal performances by running faster or by running over a longer distance. Jumping activities will give the child an opportunity to explore

various jumps and to develop technique for height and distance. The child participates in throwing activities using objects of different shapes and weights and develops a variety of throwing techniques, improving accuracy and distance.
<http://academy.britishathletics.org.uk/>

The games strand fosters the child's natural tendency to play through informal play activities. It enhances the development of basic skills, and many opportunities are provided for social interaction. As skills develop in accordance with the stage of development of the child, the desire to apply them in informal activities in competition with others increases. Initially this may occur with a partner and then lead into 'small-sided' or mini-games. As the child progresses to these more formalised games, a variety of games should be provided that develop not only skills but also understanding of such concepts as possession, teamwork, attack, defence and use of space. If allowed to experiment, the child will invent many games in which to apply developing skills and understanding.

Playground games, co-operative games and games traditional to the school or locality should be considered when planning a programme for the school. Invasion games, net games, striking and fielding games, target games and shared court games provide a range of opportunities for the development of skills and understanding. 'Small sided' or mini versions of these games encourage maximum participation. A balanced programme of such games ensures that the child experiences a wide variety of activities that provide enjoyment and challenge and that foster a lifelong interest.

<http://www.youthsporttrust.org/matalan-top-sport-resources>

<http://tescoskills.thefa.com/>

<http://www.rfu.com/managingrugby/managingschoolsrugby/primaryschools/teachingandlearningresourcebank>

<http://www.premiershiprugby.com/downloads/AvivaPremiershipRugbySchoolsProgrammeTagResource.pdf>

http://www.englandnetball.co.uk/my-game/high_5/high-5-downloads

<http://www.ecb.co.uk/development/ecb-coaches-association/inspired-cricket-drills/>

<http://www.lta.org.uk/clubs-schools/Schools-tennis/Schools-Tennis-Lesson-Plans--Activity-Cards/>

<http://www.lcp.co.uk/pe-resource-files>

The aquatics programme is concerned with gaining competence and confidence near, in, under and on water. It provides unique opportunities for enjoyment, allowing the child the sensation of buoyancy. The term 'aquatics' is used to include not only the teaching of swimming strokes but the provision of opportunities for enjoyment of water play and other aspects of aquatics. The emphasis on enjoyment should be maintained as proficiency is acquired in specific techniques, including learning to swim a stroke or a variety of strokes. The concern for water safety permeates all aquatic activities and needs to be stressed throughout the programme. The aquatics programme is presented as one complete unit, without division into class levels. This allows for adaptation by schools related to their access to a local facility. The programme can be implemented progressively at whatever stage the child has an opportunity to begin water-based activities.

Key Stage 1 PE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1 Real PE Static Balance and Coordination	Unit 2 Real PE Static balance Dynamic balance to agility	Unit 3 Real PE Static balance Dynamic balance	Unit 4 Real PE Counter balance Coordination	Unit 5 Real PE Coordination with equipment Agility reaction response	Unit 6 Real PE Static balance Agility ball chasing
Year 2	Unit 1 Real PE Static Balance and Coordination	Unit 2 Real PE Static balance Dynamic balance to agility	Unit 3 Real PE Static balance Dynamic balance	Unit 4 Real PE Counter balance Coordination	Unit 5 Real PE Coordination with equipment Agility reaction response	Unit 6 Real PE Static balance Agility ball chasing

Key Stage 2 PE Curriculum Overview

	1 st half Autumn Term	2 nd half Autumn Term	1 st half Spring Term	2 nd half Spring Term	1 st half Summer Term	2 nd Half Summer Term
Year 3	Invasion Games (rugby, football, netball) REAL PE UNIT 1 swimming gymnastics	Invasion Games (rugby, football, netball) REAL PE UNIT 2 Static balance Dynamic balance to agility swimming dance	Athletics Striking and Fielding games (rounders and cricket) Real PE UNIT 3 Dynamic balance Coordination ball skills swimming gymnastics	Athletics Striking and Fielding games (rounders and cricket) REAL PE UNIT 4 Counter balance Coordination with equipment swimming dance	Net and wall games (tennis and volleyball) Striking and fielding games (cricket) REAL PE UNIT 5 Static balance Agility reaction response swimming athletics	Net and wall games (tennis and volleyball) Generic invasion games REAL PE UNIT 6 Static balance Agility Ball chasing swimming athletics
Year 4	Invasion Games (rugby, football, netball) Real PE UNIT 1 gymnastics	Invasion Games (rugby, football, netball) UNIT 2 Static balance Dynamic balance to agility dance	Athletics Striking and Fielding games (rounders and cricket) UNIT 3 Dynamic balance Coordination ball skills gymnastics	Athletics Striking and Fielding games (rounders and cricket) UNIT 4 Counter balance Coordination with equipment dance	Net and wall games (tennis and volleyball) Striking and fielding games (cricket) UNIT 5 Static balance Agility reaction response athletics	Net and wall games (tennis and volleyball) Generic invasion games UNIT 6 Static balance Agility Ball chasing athletics
Year 5	Invasion Games (rugby, football, netball) gymnastics Real PE UNIT 1 Agility reaction	Invasion Games (rugby, football, netball) dance Real PE UNIT 2 Static balance	Athletics Striking and Fielding games (rounders and cricket) gymnastics Real PE UNIT 3 Dynamic balance	Athletics Striking and Fielding games (rounders and cricket) dance Real PE UNIT 4	Net and wall games (tennis and volleyball) Striking and fielding games (cricket) Athletics Real PE UNIT 5 Static balance	Net and wall games (tennis and volleyball) Generic invasion games Athletics Real PE UNIT 6 Coordination

	response Coordination ball skills		Counter balance		Coordination	with equipment Agility ball chasing
Year 6	Invasion Games (rugby, football,netball) Real PE UNIT 1 Agility reaction response Coordination ball skills athletics	Invasion Games (rugby, football,netball) Real PE UNIT 2 Static balance dance	Athletics Striking and Fielding games (rounders/softball and cricket) Real PE UNIT 3 Dynamic balance Counter balance gymnastics	Athletics Striking and Fielding games (rounders/softball and cricket) Real PE UNIT 4 dance	Net and wall games (tennis and volleyball) Striking and fielding games (cricket) Real PE UNIT 5 Static balance Coordination gymnastics	Net and wall games (tennis and volleyball) Generic invasion games Real PE UNIT 6 Coordination with equipment Agility ball chasing athletics

All teachers in KS1 will be trained in the BUPA start to Move Program in February 2016. Pupils are expected to leave KS1 being physically literate. It gives children the movement skills, enthusiasm and confidence to begin lifelong participation in physical activity and sport.

<http://www.starttomovezone.com/home>