

Led by: Superstar Sports

Why do we teach PE?	How is PE sequenced within our school?	What will our children learn?
 Enable pupils to participate and excel in competitive sports, as well as in other physical and extracurricular activities. Offer opportunities for pupils to learn how to maintain a healthy lifestyle, including understanding the importance of a balanced diet and regular physical activity. Provide chances for pupils to compete in sports and other activities, helping them develop character and improve skills like teamwork, communication, and sportsmanship. Ensure pupils gain knowledge about the positive effects of physical activity on their health, body, and mind. 	 PE at Beechwood is split into two curriculum lessons a week. One focusing on skills such as dancing and gymnastics and the other being outside team games and athletics. The outdoor PE curriculum has been sequenced so that each year group are exposed to a wide range of invasion, net/wall, strike/field and athletic games so that the skills can be embedded more regularly. All year groups have a wide range of sports/activities throughout the year, with some being combined when skills are very similar (e.g netball & basketball) to provide additional time for other sporting events. Year 4 children are all provided with the opportunity to enhance their water safety and confidence through external swimming lessons at Bitterne leisure centre. We have opportunities for children to compete in different sport enrichment clubs as well as the chance to compete in intercity competitions. We also offer students the chance to learn to keep safe with scooters and on bikes through Pedal Power. We offer a variety of after school football clubs with Superstar Sports, Sports 360, SAMA Karate and the Saints Foundation 	 Pupils will learn the rules and how to play a variation of team sports/individual sports. The importance of leading a healthy and balanced lifestyle. How to work as a team and communicate with teammates. Also building characteristics such as being a leader. Pupils will learn different ways to be physically active at home. The benefits of eating a balanced diet and how it can help them improve their lifestyle. The pupils will learn transferable skills that can be used in multiple sports as well as everyday life.

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Overview

Context - Invasion Games

Year 1 Travelling with an object Team Games	Year 2 Passing with an object Team Games	Year 3 Travelling (Hockey) Passing (Tag Rugby)	Year 4 Passing +Receiving (Football) Travelling +Shooting (Basketball)	Year 5 Attacking skills and tactics (Football + Netball)	Year 6 Defending skills and tactics (Tag Rugby + Netball)
Takeaway: Change direction at speed Travel with a ball using a variety of different skills and equipment. Score points in a game. Follow the rules of a game. Work as part of a team. Play against an opponent.	Takeaway: Travel avoiding obstacles and opponents. Control a ball in multiple ways Basic passing skills Work effectively as part of a team to score points. Follow the rules of a game. Play against an opponent in a team game.	Takeaway: Control a ball when travelling from one place to another. Pass sideways and backwards. Pass whilst travelling. Position body to maintain possession. Consider speed and direction in order to evade an opponent. Partake in a traditional invasion game.	Takeaway: Control the ball away from an opponent. Travel at different speeds whilst dribbling Pass with accuracy, using both feet whilst travelling. Receive the ball using different body parts Shoot with accuracy and under pressure. Stay close to an opponent. Adjust body position to block the ball. Use my skills in a small sided game.	Takeaway: Use dribbling skills to get past an opponent. Change direction to evade an opponent Passing and moving skills to create a shooting opportunity. Create space and consider my positioning to help maintain possession. Shoot with a variety of techniques. Consider different strategies and tactics to maintain possession and score.	Takeaway: Combine a variety of skills to score a try. Consider our team's positioning and communicate to prevent an opponent from scoring. Experiment with different formations. I can stay close to an opponent and apply pressure. Intercept a ball that's in flight. Create a team strategy in order to defend and maintain possession.
Declarative knowledge: Explain change of direction. Explain how to control a ball. Explain what parts of the foot we use to travel with a ball. Explain how to hold and travel	Declarative knowledge: Explain how to avoid obstacles Explain how we can control a ball in different ways Explain the techniques of different passing skills	Declarative knowledge: Explain how to control a ball effectively. Explain what techniques we use to pass.	Declarative knowledge: Explain how to control a ball effectively and at different speeds. Explain how to pass with accuracy even when travelling. Explain the different techniques when controlling with different parts of the	Declarative knowledge: Explain how to strike a ball in flight. Explain different types of changes of direction. Know how to pass and move to create a shooting opportunity.	Declarative knowledge: Know a variety of skills which can help my team gain an advantage. Understand how to prevent the other team from scoring. Know the positives and negatives of

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with a hockey stick and a racket. Explain how to catch a ball. Explain how to score points in a game of: Hockey, Football, Hoopball Procedural knowledge:	Explain how to work effectively as part of a team. Explain the basic rules of a game of: Hoopball, Hockey and Football. Procedural knowledge:	Explain how to change our body to maintain possession. Explain different ways we can evade an opponent. Explain the rules of the game. Procedural knowledge:	body. Explain correct shooting technique. Know how to adjust body position to block the ball. Procedural knowledge:	Know how to create space. Know different strategies to use to help my team gain an advantage. Procedural knowledge:	applying pressure at certain times. Know different defensive formations. Know how to intercept a ball in flight. Know different team strategies and when best to use them Procedural knowledge:
Perform a change of direction at speed (NS) Perform a change direction with an object. (NS) Travel with a ball using different equipment. (NS) Perform a bounce pass to themselves and catch the ball successfully (RP) Score points using different equipment. (NS) Take part in a team game. (SS) (RP) (K) (AO)	Travel whilst avoiding obstacles. (RP) Control the ball in multiple ways: hockey stick, feet, hands (NS) Perform different passing skills: Chest, underarm, overarm, bounce, push, inside foot. (NS) (RP) (SS) Listen to others (SS) Confidently take part in a team game (SS) (K) (AO)	Control a ball whilst moving (NS) (RP) Can travel with an object and look up occasionally (NS) Perform passes in different directions (NS) (RP) Perform passes whilst travelling (NS) Effectively maintain possession (NS) Evade an opponent (NS) Effectively take part in a team game (SS) (K) (AO)	Control the ball away from an opponent (NS) (RP) Control the ball at different speeds (RP) Perform accurate passes whilst travelling (RP) (NS) Receive the ball with different body parts: knee, inside of foot, sole, chest (NS) Perform an effective shooting technique (NS) Effectively block the ball/ pathway of the attacking player. (NS) Use attacking and defensive skills in a game to help my team win. (SS) (K) (AO)	Strike a ball in flight. (NS) Change direction to evade an opponent and create space. (RP) Create shooting opportunities (NS) Shoot with a variety of techniques: using the inside foot, laces and hands in netball. (NS) Use different strategies to score and try to win a game. (SS) (K) (AO) (TS)	Use a variety of skills to score a try: dodge/fake, change of direction, change of speed, drawing a defender. (RP)(TS) Use tactics to prevent an opponent from scoring. (NS)(SS)(TS) Use a team formation to prevent an opponent from scoring (NS)(SS)(TS) Intercept a ball that's in flight. (NS) Use all previous learnt skills to help my team win a game. (RP) (SS)(TS) (K) (AO)

Key											
Manipulation		Passing and Receiving				Attacking/Scoring		Defending		Game scenario	
New skill	NS	Thinking Skills	TS	Social skills	SS	Retrieval Practise	RP	Application of Knowledge	K	Assessment Opportunity	AO



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Overview

Context - Gymnastics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Takeaway:	Takeaway:	Takeaway:	Takeaway:	Takeaway:	Takeaway:
Gym and mat safety. How to present 5 basic shapes Complex shapes Basic Travelling movements Simple jumps using shapes Perform a simple sequence.	Good Presentation Performing simple shapes in the air Simple balances Introduce more challenging balances. Travelling at different levels Jumping off equipment and landing safely Making a simple sequence with good presentation.	Good Presentation Asymmetrical and symmetrical shapes Introduce more challenging balances. Travel at different speeds. Introduction to complex rolls. Complex jumps and simple leaps. Introduce equipment into a sequence.	Excellent Presentation Using core strength to hold a balance Travel using different pathways Quarter or half turn jump and Perform leaps to a high standard. Create and perform a simple sequence on equipment.	Excellent Presentation Asymmetrical and symmetrical shapes in the air. Counter balances Sideways travelling movements. Travel on and off equipment sideways. Experiment with transitions from one move to another.	Excellent Presentation Asymmetrical and symmetrical rolls Balancing on hands Performing acrobatic balances Ways to transition in and out of travelling movements Jumping on, off and over equipment. Perform a sequence to a high standard considering transitions, presentation, pathways and a range of different elements including music.
Declarative knowledge: Explain how to present Name the basic shapes Name simple travelling movements Explain how to jump and land safely	Declarative knowledge: Explain how to use equipment safely. Name the basic shapes Explain techniques used to balance effectively. Name simple travelling movements and the technique to perform them. Explain the different levels which can be used. Explain how to jump and land safely Explain what a sequence is.	Declarative knowledge: Explain the difference between asymmetrical and symmetrical shapes. Explain techniques used to balance effectively. Name and identify different speeds of travelling movements Name different jumps and the difference between a leap and a jump.	Declarative knowledge: Explain the technique of excellent presentation Explain what core strength is. Name different pathways and the effect of using them. Explain the technique of performing different twist turns. Name different types of leaps.	Declarative knowledge: Name and explain the technique of different counter balances. Name different types of sideways travelling movements. Explain different ways of transitioning from one move to another.	Declarative knowledge: Name different movements whereby someone can balance on their hands and explain their techniques. Name different acrobatic balances. Explain different ways and methods of utilising apparatus. Explain what can be included to create a high quality sequence.
Procedural knowledge:	Procedural knowledge:	Procedural knowledge:	Procedural knowledge:	Procedural knowledge:	Procedural knowledge:

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Coordinate the body to form the shapes. (NS)

Coordinate the body and mind to use and copy the shapes in a game with a partner. (TS) (SS) (K)

Stopping without falling. (RP)

Perform travelling movements such as skipping, step kicks and chasse (NS)

Perform simple jumps. (NS)

Copy and perform a simple sequence with support. (AO)

Perform challenging shapes (NS)

Hold simple balances (NS)(SS)

Attempt more challenging balances (NS)

Perform travelling movements such as skipping, step kicks and chasse (RP)(K)

Perform simple rolls (NS)

Use and travel along equipment safely. (TS)

Perform simple jumps off equipment (RP) (K)

Combine simple movements together to perform a short sequence with support (K) (AO)(RP)

Demonstrate the difference between symmetrical and asymmetrical shapes. (NS)(TS)

Attempt more challenging balances (RP)

Perform simple travelling movements and identify how they incorporate different levels and speeds (RP)(K)(SS)(TS)

Experiment with more challenging jumps and introduce simple leaps (NS)

Combine simple movements to create a sequence on the floor and on equipment. (K) (AO)

Perform travelling movements using different pathways (RP)(NS)(TS)

Perform a variety of core balances.(NS)

Apply simple leaps into a short sequence (K)(RP) Add turns into jumps and land safely. (NS)(RP)

Create a sequence including key movements and considering a variety of factors with little support, both on the floor and on equipment.(K) (AO) Perform symmetrical and asymmetrical shapes with a partner as a balance and in the air. (RP)

Counter balances. (SS) (NS)

Transition between balances. (NS)(RP)

Perform and combine different rolls and finishing shapes.

(SS) Perform sideways travelling movements. (NS)

Experiment with transitions from one movement to another. (NS)

Create a sequence with a partner including a variety of movements and considering a variety of factors such as pathways and transitions with little support. (K) (AO) (RP) (TS) (SS)

Perform symmetrical and asymmetrical rolls. (RP)

Begin to balance on my hands (NS)

Perform acrobatic balances.(NS)

Demonstrate use of different pathways, levels and speeds when travelling, (RP)

Perform jumps on, off and over equipment. (RP)

Perform a sequence to a high standard considering transitions, presentation, pathways and a range of different elements including music.

Adapt the sequence to include equipment. (AO) (K) (RP) (TS) (SS)

Key											
Gym safety/execution		Balances		Shapes		Travelling Movements		Jumps		Sequences	
New skill	NS	Thinking Skills	TS	Social skills	SS	Retrieval Practise	RP	Application of Knowledge	K	Assessment Opportunity	AO

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Superstar Sports PE Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gym	Dance	Gym	Dance	Athletics	Net and Wall
KS2						
	Invasion Games	Health & Fitness	OAA	Invasion Games		Striking and Fielding
			Ball Skills - passing an object			
		<u>I</u>				