

## Physical Education at Richmond Hill Primary Academy



Below are the Key Strands that our whole curriculum is designed around. Our PE curriculum supports children to develop Strands 1, 2, 3 and 4.

<b>Strand 1- Developing Resilient &amp; Aspirational Learners</b>	<b>Strand 2 – Developing Self-Regulated Learners</b>	<b>Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners</b>	<b>Strand 4 – Developing Risk Assured Learners</b>	<b>Strand 5 – Developing Environmental and Sustainability Aware Learners</b>
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In line with the Ofsted 'Research and Analysis. Levelling the playing field: the physical education subject report' 2023 we feel quality physical education is essential for teaching movement, skills and health knowledge. At primary level this is their first exposure to making informed decisions about how to live a healthy, active life.

The report identifies three interconnected forms of knowledge essential for progress in PE:

- motor competence (movement skills)
- rules/strategies/tactics (sport conventions)
- healthy participation (safe practice knowledge)

### How Our PE Curriculum Has Been Designed

At Richmond Hill we follow the REAL PE curriculum which starts by teaching children fundamental movement skills, alongside developing children's manipulation skills and locomotor skills. This is then progressed on by the introduction of set games/invasion games. Children learn both the procedural knowledge when learning new skills, alongside the declarative knowledge which is taught through REAL PE lessons. As the Research and analysis. Levelling the playing field: the physical education subject report, 2023 says, 'timetabled PE lessons, schools also offer extracurricular experiences that can provide additional time for high-quality instruction, practice and feedback to increase pupils' competence and confidence in PE, physical activity and sport'. At RHPA we offer Dance/Cheerleading, Dodgeball and Cricket. We access competitions every week throughout the year in basketball, dodgeball, football, netball, gymnastics, multi-sports and tag-rugby. Each year group has the chance to represent school in the listed sports.

At RHPA children in EYFS are well supported by knowledgeable adults to develop safe, efficient and effective movement. We use 'Development Matters' to inform our planning for Physical Development. Physical Development is a prime area of learning. Children develop motor skills incrementally through play and exploration, with adults supporting gross motor development (strength, balance, coordination) and fine motor skills (precision, hand-eye coordination). These physical foundations contribute to healthy bodies, emotional well-being, and early literacy skills through varied, supported practice opportunities.

In Nursery children have opportunities to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. They practise walking up steps and stairs, or climb up apparatus, using alternate feet. Skipping, hopping, standing on one leg and holding a pose for a game like musical statues are taught. Use large-muscle movements to wave flags and streamers. They start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. They match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

In Reception children revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing. We progress towards a more fluent style of movement, with developing control and grace.

Children develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. They work to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. They confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. They develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. They will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Our curriculum matches the national curriculum breadth for all pupils. Activities are sequenced progressively from EYFS to KS2. We ensure all pupils have foundational knowledge for competition participation, starting from Reception. We align assessment with essential curriculum knowledge and use data to inform teaching.

### **Pedagogical Strategies**

Staff use subject expertise to create optimal learning conditions, quickly identifying and addressing misconceptions through clear instruction and targeted practice. Children at RHPA are given time for regular and specific high-quality instruction, practice and feedback. Play-based activities and targeted activities are well planned, so children have the opportunity to practice. Vocabulary is taught explicitly, and children are encouraged to use specific vocabulary in relation to movements. Staff check declarative knowledge through low stakes quizzes and procedural knowledge is assessed through physical demonstration.

We follow the pedagogical steps outline in REAL PE. Each Fundamental Movement Skill has its own document to support teaching high-quality PE lessons and contains the following information:

- End of Key Stage 1 and 2 expectations for pupils aligned to the coloured challenges.
- Each skill broken down into small, progressive and achievable steps.
- Declarative knowledge aligned to the skill.
- Procedural knowledge, that is connected to the declarative knowledge; to support children so they have a clear understanding of how to 'get better at PE'.
- Specific vocabulary, aligned to each skill, to support children's understanding and participation.

Having this information readily available, makes it easier to share the declarative and procedural knowledge with pupils, as well as the vocabulary that will help deepen their knowledge and understanding in PE lessons.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well in PE as our curriculum end points are clearly defined and ambitious for all. Staff are well trained and supported to implement specific strategies for pupils with SEND.

### Progression of Knowledge and Skills

EYFS/KS1	EYFS	Year 1	Year 2
<u>National Curriculum Guidelines</u>	<p>Physical Education has roots in physical development in EYFS.</p> <p>ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>
		<p>Class teachers teach the Fundamental Movement skills through the programme REAL PE. The programme builds on the 3 pillars of progression that develop competence to participate:- motor competence (taught through Fundamental skills in every session, rules, strategies and tactics – practiced through the games in REAL PE and taught through sports with our PE coach and healthy participation with access to 2 hours of PE each week. All children have the opportunity to access many of the after-school activities provided each term along with the</p>	

		chance to build skills through Playground leaders and the chance to participate in many different sports through our Sports Activity Week celebrated in the Summer Term each year.	
<b><u>Stability skills – twisting and balancing</u></b> Fundamental movement skills	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance <b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance <b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance <b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving
<b><u>Manipulation skills – throwing and catching</u></b> Fundamental movement skills	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing
<b><u>Locomotor skills – running and jumping</u></b> Fundamental movement skills_	<b>Co-ordination:</b> footwork – focusing on walking, running and hopping, jumping, skipping, rolling, crawling, climbing <b>Agility:</b> reaction and response	<b>Co-ordination:</b> footwork <b>Agility:</b> reaction and response	<b>Co-ordination:</b> footwork <b>Agility:</b> reaction and response
<b>Declarative knowledge</b>	In EYFS the children are taught how to move their body – building on the use of fine and gross motor skills through both classroom and outdoor activities. Precise vocabulary is taught to describe movement and directionality and the children are encouraged to use it. Learning is completed through play and opportunities are provided on a range of surfaces so the children can feel, move and balance, such as grass, earth and bark chippings. The children are taught daily physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing and opportunities are provided to practice these skills. Physical development runs throughout the EYFS structure with children accessing development little and often throughout the day. They are taught how to sit correctly (using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor), how to use equipment accurately (focusing on the use of fine motor skills) and how to move their body in different ways (working on the gross motor skills). Once modelled the children practice these skills daily throughout their continuous provision with equipment, apparatus and resources readily available for use.		
<b>Procedural knowledge</b>	In KS1 the children have a class teacher session of PE. During this time the lessons are fully focused on teaching the children the fundamental movement skills. Sessions start with an activity in which the key skills are explained. The focused fundamental skill is then shown and modelled with the children able to work at their own target deciding to challenge themselves or develop a previously taught skill further. These skills are then developed further through an activity with clear expectations discussed. Throughout the children are taught how to perform the movements accurately. Each unit focuses on a different skill to grow the children’s personal skills including personal, social, cognitive, creative, physical and health and fitness developing confidence, communication, team work and the ability to communicate their own strengths and weaknesses along with their peers. There is a great emphasis on the role of athlete but also the role of a coach and the programme develops the children’s confidence in competing against others by firstly enabling them to compete against themselves.		
	In EYFS the taught are practiced little and often throughout every day. In KS1 the children practice the knowledge they are taught through the fundamental movement skills not just in the FUNs sessions but throughout the whole PE curriculum, linking together will all sports to improve their knowledge of the games and also the development of how to compete.		
Throughout teacher-led sessions the focus is on progressing through the fundamental movement skills, allowing opportunities for the children to work at their own pace and ability. Each session includes structured (teaching the skills) and unstructured (practicing using the skills) opportunities to develop, consolidate and deepen their knowledge, understanding and skills. In all sessions, feedback opportunities are provided to develop the children further.			

Gymnastics – shape, balance, travel, flight, rotation	<p>N – Travel with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.</p> <p>R- Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p>
<p><u>Declarative knowledge</u></p> <p><u>Procedural Knowledge</u></p>	<p>Declarative knowledge – children are taught the basic skills through FUNS sessions weekly with their class teacher. For gymnastics the children use the skills of stability. These skills are built on in gymnastics sessions with our PE coach, who teaches the vocabulary needed to succeed along with the rules for performing different gymnastic moves.</p> <p>The children take the knowledge of balancing and twisting to develop their floor movement. Once confident the children apply this knowledge to the apparatus, learning how to successfully move around the low and then high apparatus. Throughout the children are competing to improve their own skills, pushing themselves to improve further in each session. As a school we enter the school games gymnastics competition each year and provide an opportunity for the children to access an extra-curricular activity in this area.</p>		
Dance – taught through REAL dance	<p>N – Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers.</p> <p>R- Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>
<p><u>Declarative knowledge</u></p> <p><u>Procedural Knowledge</u></p>	<p>Declarative knowledge – children are taught the basic skills through Real PE sessions weekly with their class teacher. For dance the children use the skills of stability and locomotion. The sessions are led by vocabulary and strong modelling of the key skills needed to improve their dancing moves, moving onto the children practicing these skills independently.</p> <p>The children use the knowledge they have been taught within the sessions to either work independently, in pairs or as a group to develop their dancing skills. Once the skills have been practiced, they are honed through the development of routines and choreography in time to the music. Leger sport provide an opportunity to perform in a dance show each year. Each year as a school we acknowledge the children's talents in a Richmond Hill has talent performance where the children perform on stage for the rest of the school.</p>		

Athletics	<p>N- Negotiate space successfully when running, jumping, hopping, skipping and throwing.</p> <p>R- Adjust speed when running, and jumping off objects and land successfully.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p>	<p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
<u>Declarative knowledge</u>  <u>Procedural Knowledge</u>	<p>Declarative knowledge – children are taught the basic skills through Real PE sessions weekly with their class teacher. For Athletics the children use the skills of stability and locomotion. These skills are built on in athletics sessions with our PE coach, who teaches the vocabulary needed to succeed along with the rules for performing different athletic activities for both track and field. In EYFS, the children are taught the basic movement skills and the body movements needed to carry them out successfully.</p> <p>The children use the knowledge they have been taught within the sessions to practice performing in each event. In EYFS the children practice the basic movement skills in short intervals Initially, they compete against themselves by improving their skills along with measuring their time and performance from previous practices, building to competing against their peers by the end of their block. The children use all this knowledge to perform in an annual sports day where they have an opportunity to enter every race in the competition.</p>		
Invasion Games	<p>N - Throw, catch, pat, aim, bat and kick a large ball. Join in with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>R- Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.</p> <p>Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing.</p>	<p><b>Football, Basketball, Netball</b></p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p><b>Football, Rugby, Dodgeball</b></p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>
<u>Declarative knowledge</u>  <u>Procedural Knowledge</u>	<p>To understand the basics of invasion games, the technical skills and tactics to complete within a team environment, learn to respect oppositions, officials and understand the basic skills. Children are taught the basic skills through Real PE sessions weekly with their class teacher. For invasion games, the children use the skills of manipulation, stability and locomotion. These skills are built upon during our PE coach sessions, who teaches the vocabulary needed to succeed along with the rules for performing the different invasion games.</p> <p>The children use the knowledge they have been taught within the sessions to practice the sport, building to performing in a game situation competing against their peers as a team. Each year we build our curriculum around the School Games and Leger Sport competition timetable to allow for further opportunities for the children to hone their skills and compete against children from other areas. Our extra-curricular offer also changes throughout the year to match the competitions to allow for further practice time. We aim to provide the children with as many different experiences as we can. During School Sports Week the children compete against their peers in a full range of invasion games, with specialist sports coaches sharing their skills and expertise.</p>		
Outdoor Adventures (3 sessions)	Developing pupil's life skills through outdoor and adventurous activities, focusing on the skills of exploring,	Developing pupil's life skills through outdoor and adventurous activities, focusing on the skills of exploring,	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups.

	communication, problem solving, team building and trust applied through outdoor games.	communication, problem solving, team building and trust applied through outdoor games.	Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.
<b><u>Declarative knowledge</u></b>	During these sessions the children focus on different skills to all other sessions. During the 3 lessons each year the children are taught how to develop their problem-solving skills further, allowing them to work as a team to plan, solve, reflect and improve upon their challenges. They are taught the basic skills of orienteering which are developed further in other areas of the curriculum.		
<b><u>Procedural Knowledge</u></b>			
	The children are able to practice the OAA skills taught during the 3 sessions provided. Throughout the children's time at school, they have yearly access to Forest kind who develops their OAA skills further through cross curricular links. Throughout EYFS and KS1 they have access to the Forest school area of school where they practice these skills regularly.		

## KS2

KS2	Year 3	Year 4	Year 5	Year 6
<b><u>National Curriculum Guidelines</u></b>	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
	Class teachers teach the Fundamental Movement skills through the programme REAL PE. The programme builds on the 3 pillars of progression that develop competence to participate:- motor competence (taught through Fundamental skills in every session, rules, strategies and tactics – practiced through the games in REAL PE and taught through sports with our PE coach and healthy participation with access to 2 hours of PE each week. All children have the opportunity to access many of the after-school activities provided each term along with the chance to build skills through Playground leaders and the chance to participate in many different sports through our Sports Activity Week celebrated in the Summer Term each year.			
			<b>In Year 5 the children spend less time on the Real PE skills than other year groups due to accessing swimming for a full term. Y6 complete the REAL PE curriculum.</b>	
<b><u>Stability skills – twisting and balancing</u></b>	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance	<b>Static Balance:</b> 1 Leg, seated, floorwork and stance

Fundamental movement skills	<b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving	<b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving	<b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving	<b>Dynamic balance:</b> on a line, jumping and landing <b>Counter balance:</b> in pairs, sending and receiving
<u>Manipulation skills – throwing and catching</u> Fundamental movement skills	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing	<b>Coordination:</b> Sending & Receiving, ball skills <b>Agility:</b> ball chasing
<u>Locomotor skills – running and jumping</u> Fundamental movement skills_	<b>Co-ordination:</b> footwork <b>Agility:</b> reaction and response	<b>Co-ordination:</b> footwork <b>Agility:</b> reaction and response	<b>Co-ordination:</b> footwork <b>Agility:</b> reaction and response	<b>Co-ordination:</b> footwork <b>Agility:</b> reaction and response
<u>Declarative knowledge</u>  <u>Procedural knowledge</u>	Each week the children have a class teacher session of PE. During this time the lessons are fully focused on teaching the children the fundamental movement skills. Sessions start with an activity in which the key skills are explained. The focused fundamental skill is then shown and modelled with the children able to work at their own target deciding to challenge themselves or develop a previously taught skill further. These skills are then developed further through an activity with clear expectations discussed. Throughout the children are taught how to perform the movements accurately. Each unit focuses on a different skill to grow the children’s personal skills including personal, social, cognitive, creative, physical and health and fitness developing confidence, communication, team work and the ability to communicate their own strengths and weaknesses along with their peers. There is a great emphasis on the role of athlete but also the role of a coach and the programme develops the children’s confidence in competing against others by firstly enabling them to compete against themselves.  The children practice the knowledge they are taught through the fundamental movement skills not just in the Real PE sessions but throughout the whole PE curriculum, linking together will all sports to improve their knowledge of the games and also the development of how to compete.			
Throughout teacher-led sessions the focus is on progressing through the fundamental movement skills, allowing opportunities for the children to work at their own pace and ability. Each session includes structured (teaching the skills) and unstructured (practicing using the skills) opportunities to develop, consolidate and deepen their knowledge, understanding and skills. In all sessions, feedback opportunities are provided to develop the children further.				
Gymnastics taught through REAL GYM	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ‘extension’ and ‘body tension.’ They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to	Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In



	perform, considering the quality and control of their actions.	to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	skills considering the quality and control of their actions.	Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
<b><u>Declarative knowledge</u></b>	Declarative knowledge – children are taught the basic skills through Real PE sessions weekly with their class teacher. For gymnastics the children use the skills of stability. These skills are built on in gymnastics sessions with our PE coach, who teaches the vocabulary needed to succeed along with the rules for performing different gymnastic moves.			
<b><u>Procedural Knowledge</u></b>	The children take the knowledge of balancing and twisting to develop their floor movement. Once confident the children apply this knowledge to the apparatus, learning how to successfully move around the low and then high apparatus. Throughout the children are competing to improve their own skills, pushing themselves to improve further in each session. As a school we enter the school games gymnastics competition each year and provide an opportunity for the children to access an extra-curricular activity in this area.			
Dance – taught through REAL dance (4 sessions)	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.	Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.
<b><u>Declarative Knowledge</u></b>	Declarative knowledge – children are taught the basic skills through Real PE sessions weekly with their class teacher. For dance the children use the skills of stability and locomotion. The sessions are led by vocabulary and strong modelling of the key skills needed to improve their dancing moves, moving onto the children practicing these skills independently.			
<b><u>Procedural Knowledge</u></b>	The children use the knowledge they have been taught within the sessions to either work independently, in pairs or as a group to develop their dancing skills. Once the skills have been practiced, they are honed through the development of routines and choreography in time to the music. Leger sport provide an opportunity to perform in a dance show each year. Each year as a school we acknowledge the children's talents in a Richmond Hill's Got Talent performance where the children perform on stage for the rest of the school.			
Outdoor Adventures (3 sessions)	Pupils develop problem solving skills through a range of challenges. Pupils	Pupils develop problem solving skills through a range of challenges. Pupils	Pupils develop teamwork skills through completion of a number of challenges.	Pupils develop teamwork skills through completion of a number of challenges.

	work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
<b><u>Declarative Knowledge</u></b>	During these sessions the children focus on different skills to all other sessions. During the 3 lessons each year the children are taught how to develop their problem-solving skills further, allowing them to work as a team to plan, solve, reflect and improve upon their challenges. They are taught the basic skills of orienteering which are developed further in other areas of the curriculum.			
<b><u>Procedural Knowledge</u></b>	The children are able to practice the OAA skills taught during the 3 sessions provided. Throughout the children's time at school, they have yearly access to Forest kind who develops their OAA skills further through cross curricular links. In Year 6 the children also complete a full day of team building activities – focusing on developing their den building and orienteering skills independently.			
Athletics	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus, javelin and shot put.
<b><u>Declarative knowledge</u></b>	Declarative knowledge – children are taught the basic skills through Real PE sessions weekly with their class teacher. For Athletics the children use the skills of stability and locomotion. These skills are built on in athletics sessions with our PE coach, who teaches the vocabulary needed to succeed along with the rules for performing different athletic activities for both track and field.			
<b><u>Procedural Knowledge</u></b>	The children use the knowledge they have been taught within the sessions to practice performing in each event. Initially, they compete against themselves by improving their skills along with measuring their time and performance from previous practices, building to competing against their peers by the end of their block. The			

	children use all this knowledge to perform in an annual sports day where they have an opportunity to enter every race in the competition. As a school we also enter either an indoor/ outdoor athletics competition for our area.			
Invasion Games (3 weeks on each game) Extra weeks – Dodgeball when not a competition)	<b>Football and Basketball</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	<b>Football and Netball</b> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	<b>Football and Hockey</b> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	<b>Football and Rugby</b> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.
<u><b>Declarative Knowledge</b></u>	To understand the basics of invasion games, the technical skills and tactics to complete within a team environment, learn to respect oppositions, officials and understand the basic skills. Children are taught the basic skills through Real PE sessions weekly with their class teacher. For invasion games, the children use the skills of manipulation, stability and locomotion. These skills are built upon during our PE coach sessions, who teaches the vocabulary needed to succeed along with the rules for performing the different invasion games.			
<u><b>Procedural Knowledge</b></u>	The children use the knowledge they have been taught within the sessions to practice the sport, building to performing in a game situation competing against their peers as a team. Each year we build our curriculum around the School Games and Leger Sport competition timetable to allow for further opportunities for the children to hone their skills and compete against children from other areas. Our extra-curricular offer also changes throughout the year to match the competitions to allow for further practice time. We aim to provide the children with as many different experiences as we can. During School Sports Week the children compete against their peers in a full range of invasion games, with specialist sports coaches sharing their skills and expertise.			
Striking and fielding games	<b>Rounders/ cricket/ tennis</b> Pupils learn how to strike the ball into space so that they can score runs in both rounders and cricket. When fielding, they learn how to keep the batters' scores low. Pupils develop the key skills required for tennis such as the ready position and racket control. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the	<b>Kwik cricket/ tennis</b> Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the	<b>Cricket/ Badminton</b> Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.	<b>Rounders/ cricket/ tennis/ badminton</b> During year 6 the children have the opportunity to practice all previously taught striking and fielding games with 2 sessions for each (time permitting). The children will recap the vocabulary and rules needed to play the game effectively and then compete in all sports to practice and improve each role.

	importance of being honest whilst playing to the rules.	importance of being honest whilst playing to the rules.	Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.	
<u>Declarative Knowledge</u>	<p>To understand the basics of striking and fielding games including the roles of bowler, batter and fielding, learn the technical skills and tactics to complete within a team environment, learn to respect oppositions and officials. Children are taught the basic skills through Real PE sessions weekly with their class teacher. For striking and fielding games, the children use the skills of manipulation, stability and locomotion. These skills are built upon during our PE coach sessions, who teaches the vocabulary needed to succeed along with the rules for performing the different striking and fielding games.</p> <p>The children use the knowledge they have been taught within the sessions to practice the sport, building to performing in a game situation competing against their peers as a team. Each year we build our curriculum around the School Games and Leger Sport competition timetable to allow for further opportunities for the children to hone their skills and compete against children from other areas. Our extra-curricular offer also changes throughout the year to match the competitions to allow for further practice time. We aim to provide the children with as many different experiences as we can. During School Sports Week the children compete against their peers in a full range of striking and fielding games, with specialist sports coaches sharing their skills and expertise.</p>			
<u>Procedural Knowledge</u>				
Swimming			Pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. Once they are confident, they will focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes. Pupils have to keep	

			afloat and propel themselves through the water. Pupils take part in team games, collaborating and communicating with others.	
<u><b>Declarative Knowledge</b></u>	In year 5 the children are taught about water safety along with learning the basics of how to swim. Sessions are led by an outside agency and the children attend sessions once a week for a full term. As some children have swimming sessions outside of school, the sessions begin with an assessment to ensure the children's learning is accurate for their individual abilities. During the sessions they are taught the skills of the swimming strokes needed to swim accurately.			
<u><b>Procedural Knowledge</b></u>	The children are taught the basic swimming strokes and then practice them during the sessions differentiated by ability. Further opportunities are shared with parents to develop the children's skills further.			