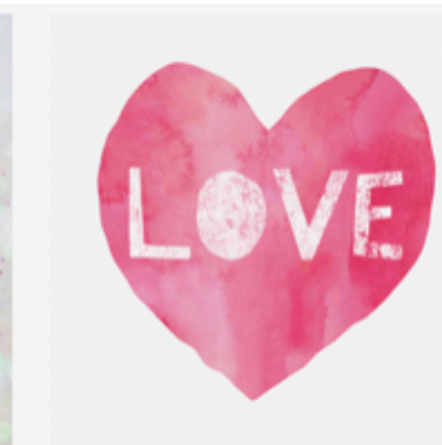
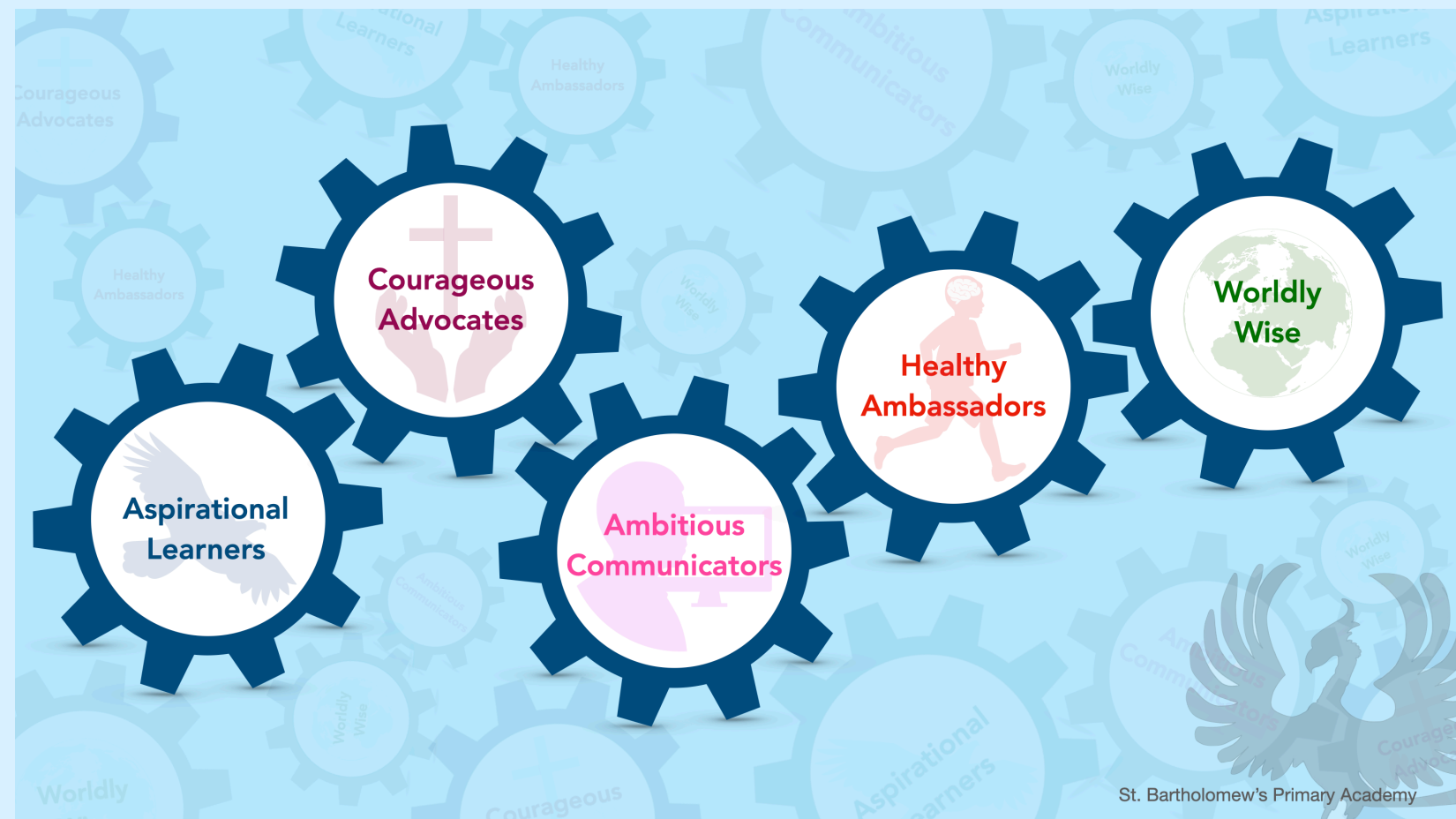


Physical Education (PE) Flight Path

Hand in hand we learn, we grow, we soar

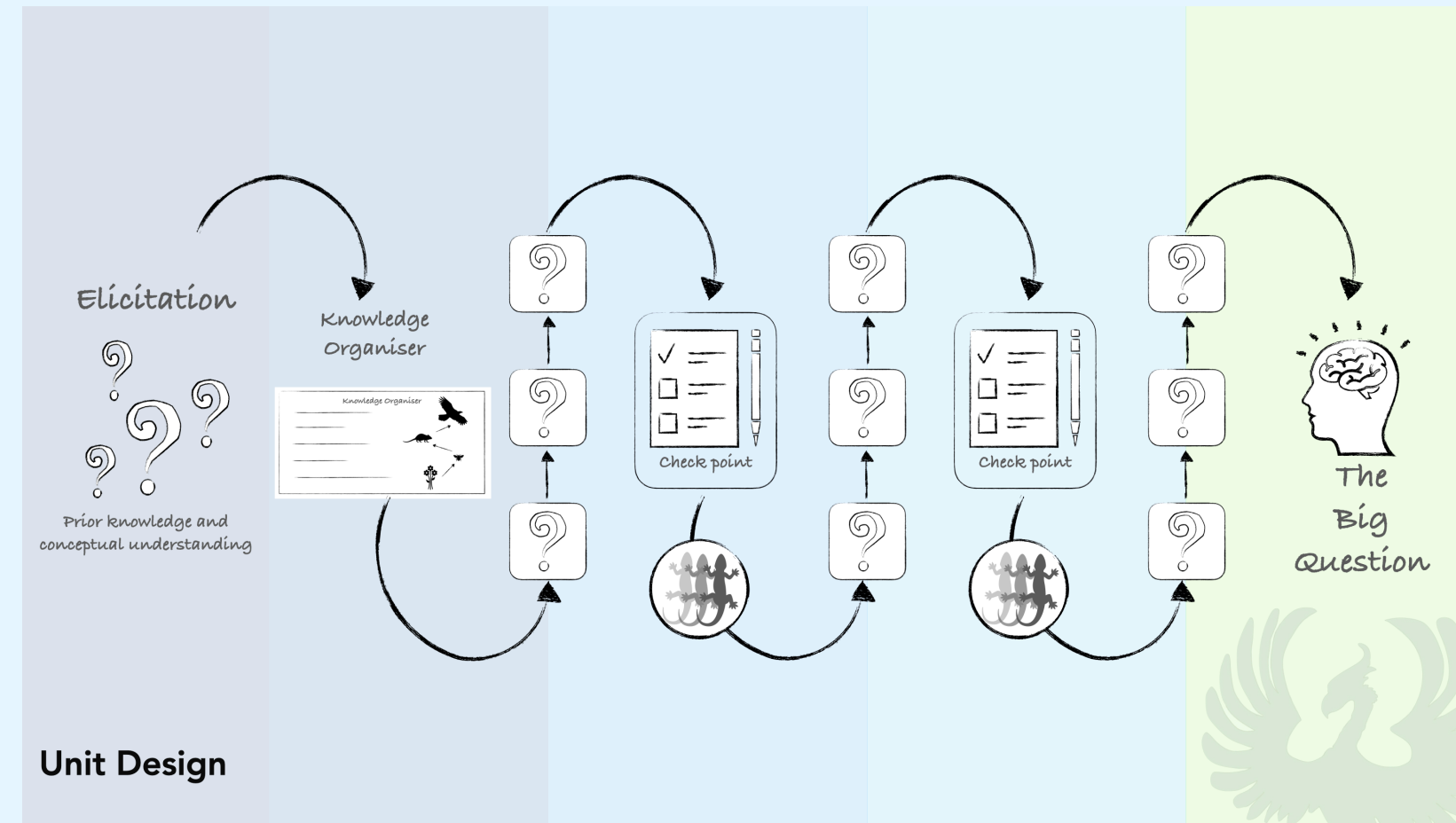


Our Curriculum Drivers



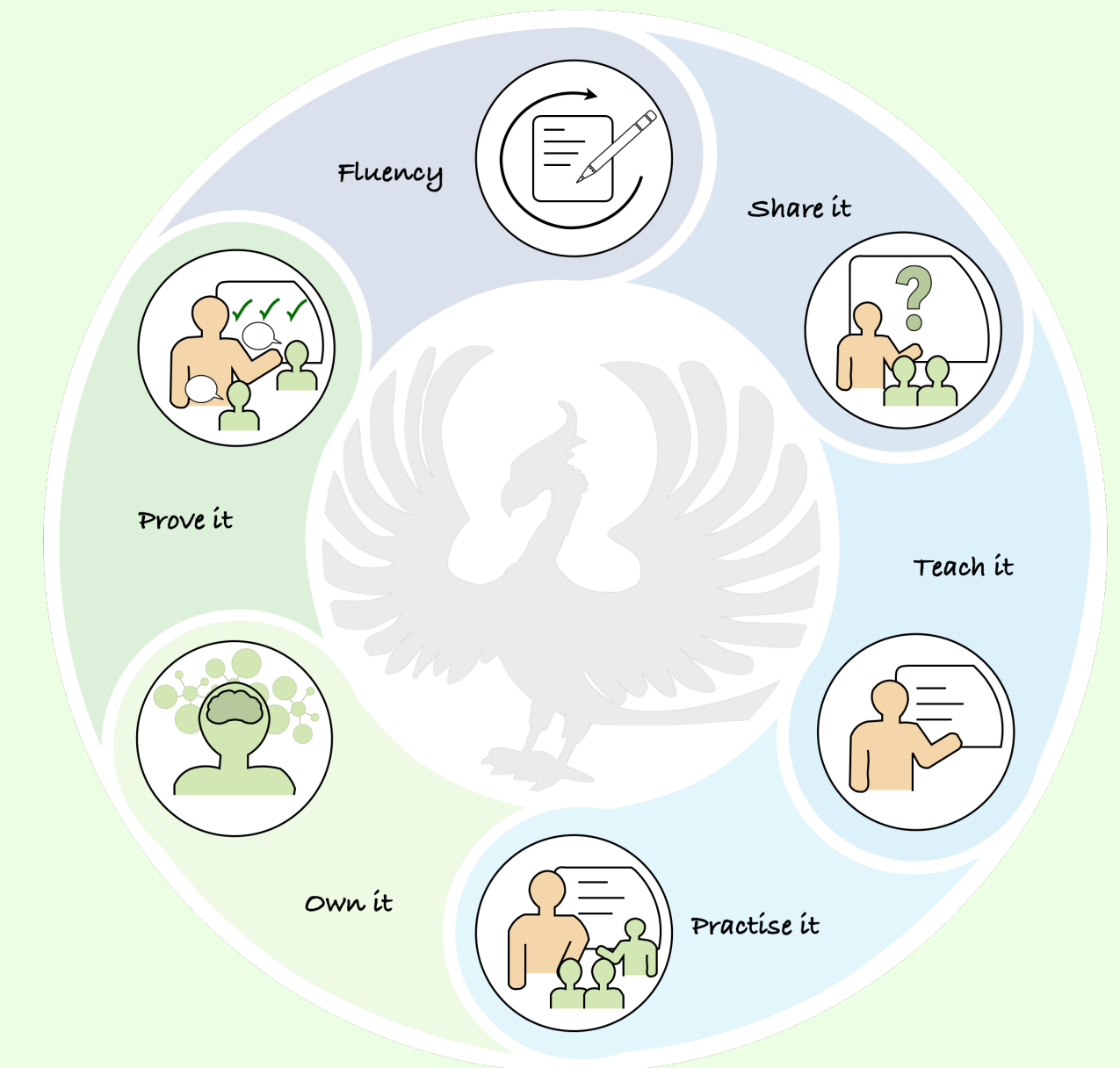
These articulate the ambition of our curriculum and how it will enable children to be confident, successful and ambitious citizens, prepared for life outside of school.

Our Unit Design



These are the principles that teachers adhere to when designing a unit of work, to ensure it builds upon prior learning and leads to secure schema.

Our Lesson Design



This is the structure we follow during lessons to reduce cognitive load and ensure all children are able to succeed.

Curriculum Intent

At St Bartholomew's, we believe that Physical Education (PE) is essential for children's social, emotional, physical and mental wellbeing. It is our intention for all pupils to receive high-quality PE and learning opportunities that lead children to achieving their personal best. We work towards encouraging children to make healthier lifestyle choices, develop key life skills and to show excellent sportsmanship. We aim for all children to be physically active for sustained periods during the school week. We also aspire for all children to swim at least 25 metres before leaving primary school.

Implementation

We use the iMoves programme to deliver PE at Bartholomew's. During the school year the children will develop their understanding and skills in all areas of PE.

Through the teaching of PE we aim to:

- develop team work and encourage children to work and play with others in a variety of different situations
- have fun and experience success in sport
- develop children's physical skills increasing control and coordination
- encourage good life long sporting attitudes
- apply basic rules
- teach children to analyse and evaluate a range of physical activities
- experience positive competition
- catch up swimming in Year 6

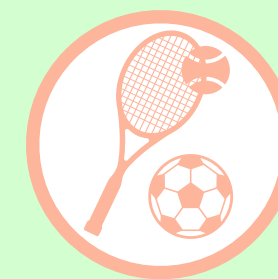


Impact

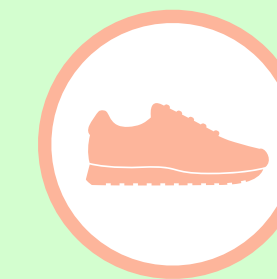
We use a variety of strategies to evaluate the PE knowledge and skills:

- CPD to ensure that teacher pedagogy and assessment is secure
- Regular verbal feedback and pupil voice
- Subject monitoring including lesson observations

In addition to the planned teaching and learning of PE we also provide a variety of other opportunities to experience sport and PE. We take part in numerous cluster events which are competitive and non-competitive against other schools in the area. We invite in guest speakers including olympian Lizzy Arnold and members of the Swindon Wildcat Ice Hockey team. We encourage a variety of sports including skipping, climbing and caving and have team building days with H5, Forest School sessions and fencing groups. We also have our annual celebration of PE on sports day. Our Year 6 children work alongside sports coaches to complete the Play Maker Award and support the KS1 children in being active at lunchtime.



Games



Athletics



Gymnastics



Outdoor and Adventurous



Dance

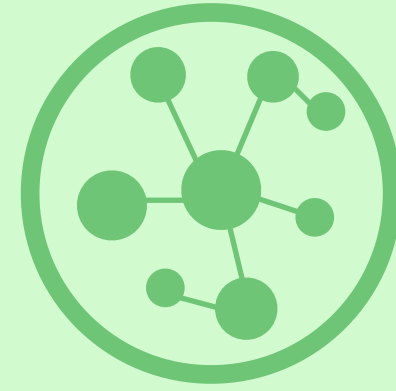


Swimming



Information

Isolated facts that can have no organisational basis or links



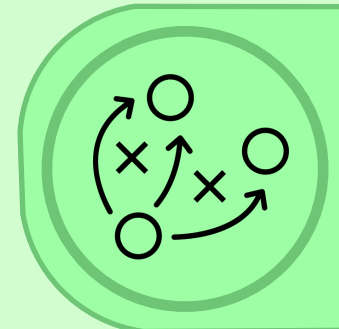
Schema

Knowledge organised in a meaningful way - memories (emotional), concepts, knowledge



Key Concepts (Big Ideas)

Key concepts identify the content or focus areas of study

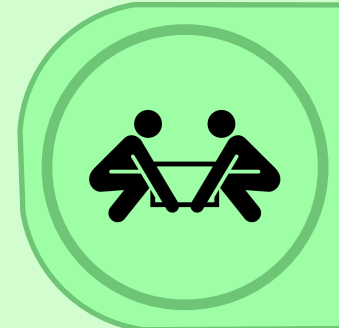


Tactics

An action or strategy carefully planned to achieve a specific end.

Performance

The action or process of presenting an act or performing a task or function.



Co-operation

The process of working together to the same goal.

Health & Lifestyle

A pattern of living that helps maintain or improve one's health.



Challenge

Something difficult to achieve.

Analysis & Evaluation

Making an in-depth study and deciding upon the quality of the study.



Second Order Concepts

'The kinds of questions a Sports Person asks'

Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge.

Gymnastics

How am I using my body position?
How can I travel between my positions?
For how long can I balance?

Dance

What is the tempo of the music?
Can I feel the rhythm of the music?
How can I use the space around me?

Athletics

How do my arms help me run?
How do I get distance in my throwing?
What can I do to make myself jump further/higher?
How can I control my landing?

Swimming (KS2)

How can I make my body float?
How can I use my arms/legs to move me through the water?
How can I return to the top of the water safely?

Outdoor and adventurous (KS2)

Why is this in this location?
Is it in other regions too?
What are the similarities and differences between these?
What do you notice?

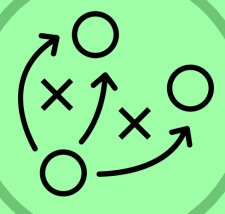
Games

How can I send/receive the ball/object?
How can I attack the other side?
How can I stop the opposition?
How can I be part of a team?



Key Concepts (Big Ideas)

Tactics



An action or strategy carefully planned to achieve a specific end.

Co-operation



The process of working together to the same goal.

Challenge



Something difficult to achieve.

Performance

The action or process of presenting an act or performing a task or function.



Health & Lifestyle

A pattern of living that helps maintain or improve one's health.



Analysis & Evaluation

Making an in-depth study and deciding upon the quality of the study.



EYFS	Year 1/2	Year 3/4	Year 5/6
Fundamentals	Gymnastics, Dance, Fundamentals	Football, Tag Rugby, Netball	Football, Hockey, Basketball
Fundamentals, Dance, Sports Day	Dance, Sports Day	Netball, Tag Rugby, Rounders	Rugby, Gymnastics, Rounders
Every term	Every term	Skills (throwing and catching) Swimming	Fencing, Agility and Coordination, Tennis
Dance, Gymnastics	Dance, Gymnastics	Gymnastics, Yoga	Dance, Gymnastics
Fundamentals	Dance, Fundamentals, Skipping Workshop	Swimming, Skipping Workshop	Yoga, Pilates, Skipping Workshop
Every term	Every term	Every term	Circuits, Athletics

Knowledge and Understanding

	EYFS	Y1/2	Y3/4	Y5/6
Gymnastics	<p>I can experiment with different ways of moving.</p> <p>I can jump off and object and land appropriately.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>I can travel in different ways along different pathways.</p> <p>I can perform different types of rolls.</p> <p>I can travel taking the weight on my hands.</p> <p>I can perform a sequence of movements.</p> <p>I can evaluate my sequence and make improvements.</p>	<p>I can work in a controlled way</p> <p>I can adapt sequences to suit different types of apparatus and criteria by including speed and direction changes and a range of shapes.</p> <p>I can explain how strength and suppleness affect performance.</p> <p>I can compare and contrast gymnastic sequences</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>I can make complex extended sequences by combining my own work with that of others.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p> <p>I can link sequences to specific timings.</p>
Dance	<p>I can experiment with different ways of moving.</p> <p>I can jump off and object and land appropriately.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>I can move safely within a space.</p> <p>I can move to music and copy dance moves.</p> <p>I can make a short dance to perform.</p> <p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and coordination.</p> <p>I can use dance to show a mood or feeling.</p>	<p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group and take the lead.</p> <p>I can repeat, remember and perform phrases.</p> <p>I can use dance to communicate an idea.</p>	<p>I can compose my own dances in a creative way.</p> <p>I can develop sequences in a specific style.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p> <p>I can choose my own music and style.</p> <p>I can perform to an accompaniment.</p>
Games	<p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>I can throw with both hands in different ways</p> <p>I can roll/kick and hit in a game.</p> <p>I can move and stop safely</p> <p>I can use the best space during a game</p> <p>I can follow rules.</p>	<p>I can catch with increasing control. I can catch with one hand.</p> <p>I can throw accurately.</p> <p>I can hit a ball accurately with control.</p> <p>I am aware of space and how it can be used to support team-mates and cause problems for the opposition.</p> <p>I know and use rules fairly.</p> <p>I can vary my tactics and adapt skills depending on what is happening in the game.</p>	<p>I can gain possession by working a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I can choose a tactic for defending and attacking.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p> <p>I can play to agreed rules, explain rules and umpire.</p> <p>I can make a team and communicate plan and lead others in a game situation.</p>

Knowledge and Understanding continued

	EYFS	Y1/2	Y3/4	Y5/6
Athletics	<p>I can use varying speeds when running.</p> <p>I can explore footwork patterns</p> <p>I can explore arm mobility</p>	<p>I can explore different methods of throwing.</p> <p>I can run short and long distances with different speeds</p> <p>I can jump for distance.</p> <p>I can throw different object in different ways.</p> <p>I can hurdle an obstacle whilst running.</p>	<p>I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can take part in a relay, remembering when to run and what to do.</p> <p>I can run over a long distance.</p> <p>I can sprint over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p>	<p>I am controlled when taking off and landing.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p> <p>I can demonstrate stamina.</p>
Swimming	N/A	N/A	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>I can perform safe self-rescue in different water-based situations.</p>	
Outdoors Adventurous	N/A	N/A		

EYFS Curriculum Coverage

EYFS Curriculum Coverage		T1	T2	T3	T4	T5	T6
		Fundamentals Yoga	Fundamentals Dance	Fundamentals Large scale equipment	Fundamentals Large scale equipment	Fundamentals Gymnastics	Fundamentals Sports Day
Gymnastics	I can experiment with different ways of moving.	✓				✓	
	I can jump off and object and land appropriately.		✓	✓	✓	✓	
	I can travel with confidence and skill around, under, over and through balancing and climbing equipment.			✓	✓	✓	
	ELG: I can show good control and coordination in large and small movements.					✓	
Dance	I can experiment with different ways of moving.		✓				
	I can jump off and object and land appropriately.		✓				
	I can travel with confidence and skill around, under, over and through balancing and climbing equipment.		✓				
	ELG: I can show good control and coordination in large and small movements.		✓				
Games	I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	✓			✓	✓	✓
	I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.				✓	✓	✓
Athletics	I can use varying speeds when running.						✓
	I can explore footwork patterns.						✓
	I can explore arm mobility.						✓
General	I can safely use and explore techniques.	✓	✓	✓	✓	✓	✓
	ELG: I can move confidently in a range of ways, safely negotiating space.						✓

Year 3&4 Curriculum Coverage		Year A						Year B					
		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
		Swimming Circuits Football	Swimming Circuits Netball	Swimming Circuits Skills (throwing/catching)	Gymnastics Yoga Tag Rugby	Rounders Tag Rugby	Rounders Athletics	Swimming Circuits Football	Swimming Circuits Netball	Swimming Circuits Skills (throwing/catching)	Gymnastics Yoga	Rounders Tag rugby	Rounders Athletics
Dance	I can improvise freely and translate ideas from a stimulus into movement.		✓						✓				
	I can share and create phrases with a partner and small group and take the lead.		✓						✓				
	I can repeat, remember and perform phrases.		✓						✓				
	I can use dance to communicate an idea.		✓						✓				
Outdoor and Adventurous	I can follow a map in a. (More demanding) familiar context.												
	I can follow a route within a time limit.												
	I can follow a route safely.												
Gymnastics	I can work in a controlled way				✓						✓		
	I can adapt sequences to suit different types of apparatus and criteria by including speed and direction changes and a range of shapes.				✓						✓		
	I can explain how strength and suppleness affect performance.				✓						✓		
	I can compare and contrast gymnastic sequences				✓						✓		
	I can work with a partner to create, repeat and improve a sequence with at least three phases.				✓						✓		

Year 3&4 Curriculum Coverage (cont.)		Year A						Year B						
		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	
		Swimming Circuits Football	Swimming Circuits Netball	Swimming Circuits Skills (throwing/catching)	Gymnastics Yoga Tag Rugby	Rounders Tag Rugby	Rounders Athletics	Swimming Circuits Football	Swimming Circuits Netball	Swimming Circuits Skills (throwing/catching)	Gymnastics Yoga	Rounders Tag rugby	Rounders Athletics	
Games	I can catch with increasing control. I can catch with one hand.			✓		✓	✓			✓		✓	✓	
	I can throw accurately.			✓	✓	✓	✓			✓	✓	✓	✓	
	I can hit a ball accurately with control.					✓	✓					✓	✓	
	I am aware of space and how it can be used to support team-mates and cause problems for the opposition.	✓			✓	✓	✓	✓				✓	✓	✓
	I know and use rules fairly.	✓			✓	✓	✓	✓				✓	✓	✓
	I can vary my tactics and adapt skills depending on what is happening in the game.	✓			✓	✓	✓	✓				✓	✓	✓
Athletics	I can run at fast, medium and slow speeds; changing speed and direction.						✓						✓	
	I can take part in a relay, remembering when to run and what to do.						✓						✓	
	I can run over a long distance.						✓						✓	
	I can sprint over a short distance.						✓						✓	
	I can throw in different ways.						✓						✓	
	I can hit a target.						✓						✓	
	I can jump in different ways.						✓						✓	
Swimming	I can swim competently, confidently and proficiently over a distance of at least 25 metres.	✓	✓	✓				✓	✓	✓				
	I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	✓	✓	✓				✓	✓	✓				
	I can perform safe self-rescue in different water-based situations.	✓	✓	✓				✓	✓	✓				

Year 5&6 Curriculum Coverage		Year A						Year B					
		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
		Fencing Y5 Netball Y6 Dance	Fencing Y5 Gymnastics	Hockey Travelling skills	Tag Rugby Dance	Tennis Pilates	Rounders Agility and coordination	Fencing Y5 Football Dance	Basketball Circuits	Rugby Gymnastics	Football Dance	Athletics Combat	Rounders Yoga
Outdoor adventurous	I can follow a map in an unknown location.												
	I can use clues and a compass to navigate a route.												
	I can change my route to overcome a problem.												
	I can use new information to change my route.												
	I can plan with others taking account of safety and danger.												
	I can plan a route and a series of clues for someone else.												
Gymnastics	I can make complex extended sequences by combining my own work with that of others.		✓			✓				✓			
	I can combine action, balance and shape.		✓							✓			
	I can perform consistently to different audiences.		✓							✓			
	I can link sequences to specific timings.		✓			✓				✓			
Dance	I can compose my own dances in a creative way.	✓			✓			✓			✓		
	I can develop sequences in a specific style.	✓			✓			✓			✓		
	My dance shows clarity, fluency, accuracy and consistency.	✓			✓			✓			✓		
	I can choose my own music and style.	✓			✓			✓			✓		
	I can perform to an accompaniment.	✓			✓			✓			✓		

Year 5&6 Curriculum Coverage (cont.)

Year 5&6 Curriculum Coverage (cont.)		Year A						Year B					
		T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
		Fencing Y5 Netball Y6 Dance	Fencing Y5 Gymnastics	Hockey Travelling skills	Tag Rugby Dance	Tennis Pilates	Rounders Agility and coordination	Fencing Y5 Football Dance	Basketball Circuits	Rugby Gymnastics	Football Dance	Athletics Combat	Rounders Yoga
Games	I can gain possession by working a team.	✓		✓	✓		✓	✓	✓	✓	✓		✓
	I can pass in different ways.	✓		✓	✓		✓	✓	✓	✓	✓		✓
	I can use forehand and backhand with a racket.					✓							
	I can field.						✓						✓
	I can choose a tactic for defending and attacking.	✓		✓	✓		✓	✓	✓	✓	✓		✓
	I can use a number of techniques to pass, dribble and shoot.	✓		✓	✓		✓	✓	✓	✓	✓		✓
	I can play to agreed rules, explain rules and umpire.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
	I can make a team and communicate plan and lead others in a game situation.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
Athletics	I am controlled when taking off and landing.						✓					✓	
	I can throw with accuracy.						✓					✓	
	I can combine running and jumping.			✓			✓					✓	
	I can demonstrate stamina.						✓					✓	

PE EYFS



Key Vocabulary

walk, jog, throw, target, jump, run, hop, skip, fast, pass, by yourself, in pairs, forwards, backwards, sideways, bench, mat, table, roll, long, slow, on, off, land, stretched, curled, tuck, body parts, tall, small, shape, hold, still, jump, hop, bounce, travel, copy, balance, high, low space.

Athletics

I can use varying speeds when running.
I can explore footwork patterns.
I can explore arm mobility.



Gymnastics

I can experiment with different ways of moving.
I can jump off an object and land appropriately.
I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
ELG: I can show good control and coordination large and small movements.



Dance

I can experiment with different ways of moving.
I can jump off an object and land appropriately.
I can travel with confidence and skill around, under, over and through balancing and climbing equipment.
ELG: I can show good control and coordination in large and small movements.



Games

I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.

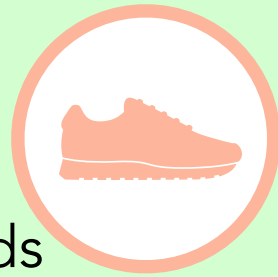


General

I can safely use and explore techniques.
ELG: I can move confidently in a range of ways, safely negotiating space.

Athletics

- I can explore different methods of throwing.
- I can run short and long distances with different speeds
- I can jump for distance.
- I can throw different object in different ways.
- I can hurdle an obstacle whilst running.



Key Vocabulary

Throw, high, low, skip, aim, fast, slow, safely, step, bounce, leap, hop, repeat, run, target, overarm, underarm, walking, jogging, accelerate, baton, relay, push, take off, landing, evaluate, improve, avoiding, tracking a ball, rolling, striking, catching, free space, own space, opposite team, rebound, follow, speed, direction, passing, controlling, shooting, scoring, place, stretch, pull, step, spring, crawl, slowly, tall, long, wide, narrow, body parts, around, through, extension, pathway, along, tension, curved, straight, in front, point, twisted, curled, level, medium, tension, smooth, sequence, height, audience, stillness, beginning, middle, end, feelings, rhythm.

Gymnastics

- I can travel in different ways along different pathways.
- I can perform different types of rolls.
- I can travel taking the weight on my hands.
- I can perform a sequence of movements.
- I can evaluate my sequence and make improvements.



Dance

- I can move safely within a space.
- I can move to music and copy dance moves.
- I can make a short dance to perform.
- I can change rhythm, speed, level and direction in my dance.
- I can dance with control and coordination.
- I can use dance to show a mood or feeling.



PE Year 1/2

Games

- I can throw with both hands in different ways.
- I can roll/kick and hit in a game.
- I can move and stop safely.
- I can use the best space during a game.
- I can follow rules.



General

- I can move with control and special awareness.
- I can use equipment safely.
- I can talk about what myself and others do well.



Dance

I can improvise freely and translate ideas from a stimulus into movement.

I can share and create phrases with a partner and small group and take the lead.

I can repeat, remember and perform phrases.

I can use dance to communicate an idea.

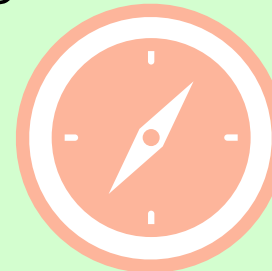


Outdoor and Adventurous

I can follow a map in a (more demanding) familiar context.

I can follow a route within a time limit

I can follow a route safely.



PE Year 3/4



Swimming

I can swim competently, confidently and proficiently over a distance of at least 25 metres.

I can use a range of strokes effectively.

I can perform safe self-rescue in different water based situations.



Key Vocabulary

Sling, distance, sprint, steady pace, accuracy, height, record, joints, rhythm, leading leg, measure, heartbeat, pulse rate, hurdles, landing, control, preferred, landing foot, stamina, obstacles, stance, diagonal, approach, speed, keep possession, keep the ball, scoring, keeping score, making space, pass/send/receive, dribble, travel with a ball, back up, support partner, make use of space, tactics, defending, stance, flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, refine, adapt, contrasting, suppleness, strength, inverted, 90 degrees, 180 degrees, leaving, approaching, combine, rotation, against, towards, constructive, timing, repeat, dance phrase, improvisation, character, gesture, repetition, action, reaction, costume, prop and pattern.

Gymnastics

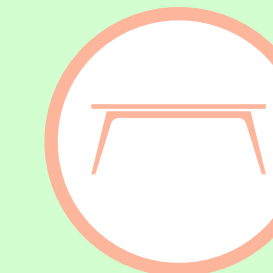
I can work in a controlled way.

I can adapt sequences to suit different types of apparatus and criteria by including speed and direction changes and a range of shapes.

I can explain how strength and suppleness affect performance.

I can compare and contrast gymnastic sequences

I can work with a partner to create, repeat and improve a sequence with at least three phases.



Games

I can catch with increasing control. I can catch with one hand.

I can throw accurately.

I can hit a ball accurately with control.

I am aware of space and how it can be used to support teammates and cause problems for the opposition.

I know and use rules fairly.

I can vary my tactics and adapt skills depending on what is happening in the game.



Athletics

I can run at fast, medium and slow speeds; changing speed and direction.

I can take part in a relay, remembering when to run and what to do.

I can run over a long distance.

I can sprint over a short distance.

I can throw in different ways.

I can hit a target.

I can jump in different ways.



Outdoor Adventure

I can follow a map in an unknown location.
I can use clues and a compass to navigate a route.
I can change my route to overcome a problem.
I can use new information to change my route.
I can plan with others taking account of safety and danger.
I can plan a route and a series of clues for someone else.



PE Year 5/6

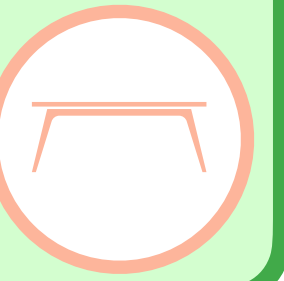
Key Vocabulary

Measure, height, target, pacing, obstacles, leading leg, speed, accuracy, take off, stamina, time, projectory, release, performance, take off, position, run up, keeping possession, support, marking, covering, repossession, attackers, defenders, team play, dynamics, mirroring, matching, refine, display, performance, create, assessment, suppleness, muscles, joints, explore, co-operate, elements, obstacles, aesthetically, criteria, extension, judgement, tension, inverted, judge, counter-tension, counter-balance, imaginative, parallel, dance style, technique, formation, variation, improvisation, unison, action, reaction, motif, interpret, exploration.



Gymnastics

I can make complex extended sequences by combining my own work with that of others.
I can combine action, balance and shape.
I can perform consistently to different audiences.
I can link sequences to specific timings.



Dance

I can compose my own dances in a creative way.
I can develop sequences in a specific style.
My dance shows clarity, fluency, accuracy and consistency.
I can choose my own music and style.
I can perform to an accompaniment.



Games

I can gain possession by working a team.
I can pass in different ways.
I can use forehand and backhand with a racket.
I can field.
I can choose a tactic for defending and attacking.
I can use a number of techniques to pass, dribble and shoot.
I can play to agreed rules, explain rules and umpire.
I can make a team and communicate plan and lead others in a game situation.



Athletics

I am controlled when taking off and landing.
I can throw with accuracy.
I can combine running and jumping.
I can demonstrate stamina.

