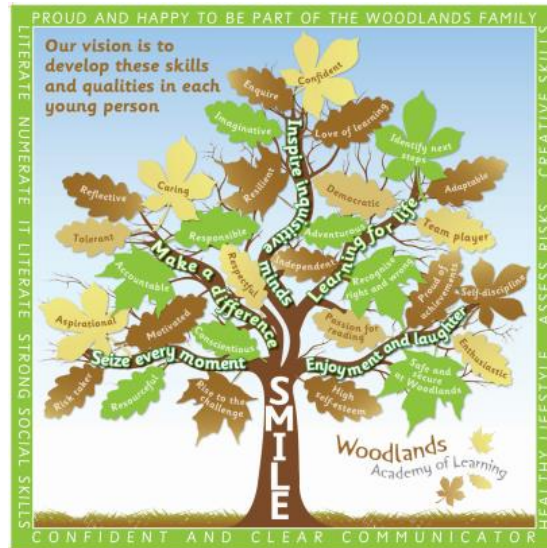




**Physical Education**  
**at**  
**Woodlands Academy**



# Intent:

It is our aim at Woodlands that PE inspires all pupils to show determination and excel in competitive sport and other physically demanding activities. We strive to instil a passion for sport that enables pupils to become physically confident in a way that supports their health and fitness.

At Woodlands, we aim to provide children with opportunities to compete in sport and other activities that build character and help embed values such as teamwork, self-belief, honesty and respect. Most importantly, we highlight the relationship between physical activity and well-being and the important benefits this has on their lives and their future.



# Implementation:

## Key Concepts

- ✓ **Agility and Balance**
- ✓ **Co-ordination**
- ✓ **Competition and Teamwork**
- ✓ **Personal Development in PE**

Over the course of the academic year, children explore a broad range of sports. They engage in lessons that are progressive and challenging, enabling them to become confident in their health and fitness.

Children participate in a 'Weekly Mile' challenge, allowing them to challenge themselves and set personal goals to become healthier and fitter. Children aim to run a mile as quickly as they can, making improvements on their time/distance throughout the academic year.

Woodlands offers a range of after school clubs throughout the academic year, giving children the opportunity to experience brand new and exciting physical activities such as cheerleading, judo, dodgeball, basketball, multisport and football.

Children at Woodlands are encouraged to stay active during lunch times, having the opportunities to join in a number of activities including football and basketball.

Explore and Discovery week in the summer term enables children to spend a week immersed in a variety of activities relating to their health and fitness. Children explore not only what it means to be physically fit, but also how to be mentally healthy. Exploring physical and mental health gives children at Woodlands the tools to have a healthy, active lifestyle.

Throughout the school year, children have the opportunity to participate in a number of different competitive sports, enabling them to build on key sportsmanship skills such as **teamwork** and **respect**. These can take place out of school with our link with Willenhall E-ACT Academy or in school with our end of unit competitions in which all children take part and represent their house colour.



## **Talk in Every Lesson**

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge before they present to the class or complete a written task.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, thumbs-up.
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate ("I noticed a few people saying... Can anyone explain why this cannot be true?").
- Teachers will plan for some 'open' questions in every lesson.
- Teachers will plan for some 'why' questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Teachers will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
  - Student provides idea.
  - Teacher repeats their idea to them ("So you are saying/you think...") and then praises them for contributing and asks if any other students have an idea.

## Inclusion

SEND pupils are supported in their learning through a variety of strategies; some of these are outlined in the table below:

<b>Universal strategies and approaches (Band 0)</b>			
Explaining how to use equipment before use Health and safety Expectations of every lesson Getting changed Giving instructions step by step Structure of a lesson – warm up, main lesson and cool down Using key vocabulary WALT and WILF shared with class/group Reflect on their own progress and others at the end of each lesson			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Revisit previous learning Be able to use key vocab Talk to your partner Working in small groups Feedback on a whole class level Lessons are progressive	Vocabulary shared Evaluate learning and progress Opportunities to talk (peer, whole class) Feedback	Working together as a team - Team work The importance of sportsmanship Resilience Growth mindset Self-belief and confidence Importance of exercise to stay mentally healthy	Getting changed independently Improved physical fitness
<b>Reasonable Adjustments (LA and Environmental SEND) (Band 1)</b>			
Remind children how to use equipment before use Recap Health and safety Name some expectations of every lesson Be able to get changed independent most of the time. Teacher to support Tricky areas- e.g. tie, laces Repeat instructions Visual timetable– warm up, main lesson and cool down Using key vocabulary through prompts or visual aids Talk about their learning to their peers and Teacher Reflect on their own progress at the end of each lesson			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Visual clues Change instructions Task slicing	Good talking/good listening prompts Clear role and purpose Sentence stems Highlight possible dangers - position danger signs by potential hazards	Check in with a child regularly	Regular rest breaks Positive feedback Responding to preferred learning styles Develop independence when getting changed

			– longer amount of time, visual check list
<b>SEND School Based Support (Band 2-3)</b>			
Remind children how to use equipment before use Set out a visual rule poster to keep themselves safe. Know what they are learning about through prompts and visual aids. Have peer or adult support to get dressed and undressed. Short instructions Visual timetable– for lesson Visual timers to be used for tasks Complete a task linked to the learning Recap learning throughout the week to keep learning and skills simmering.			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Change instructions Task slicing	Pre/post teaching	De-brief Emotion check ins Use of time out to self-regulate Introduce self-soothing cool down exercises	Multi-sensory Slower pace of learning Low level of support needed to manage equipment Visual cue cards Task slicing Attention to seating, lighting and acoustics 1:1 opportunities and small group work Mixed ability partners/groupings Pre-teach Support for low vision aids Demonstration prior to children undertaking independently
<b>SEND EHCP (Band 4)</b>			
Clear/concise instructions Clear routines Pre-post teaching Children practise the skill prior to next lesson – opportunity to overlearn			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Visual prompts Visual time prompts Small targets to achieve within the lesson Photos of them at each point so children	Makaton Visual prompts	Working in a small group Turn taking Interact Positive praise for growth mind set/resilience	Ear defenders Use of IPAD when working for music Warnings before music/sound comes on

can see what they are to do			
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### Core Learning in skills and knowledge

<b>Aspect: Agility and Balance</b>	
<b>Nursery</b>	Negotiates space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles.
<b>Reception</b>	Moves freely and with confidence in a range of ways (e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping).
<b>Year 1</b>	Can travel in different ways (jumping, skipping, walking, leaping, hopping) and can balance using different points of the body (hands or feet).
<b>Year 2</b>	Can move quickly into a given space, travelling in different ways and linking two or more movements together with increasing control and balance.
<b>Year 3</b>	Can quickly and independently find and move into a space in a game, and can perform basic movements with greater control and balance.
<b>Year 4</b>	Can use all parts of the body to travel in different ways, developing physical strength and suppleness by practising moves and stretching.
<b>Year 5</b>	Can perform a series of movements knowing the best positions to use to increase control and accuracy.
<b>Year 6</b>	Can perform a complex sequence of movements at increasing speed, combining strength and stamina and can independently select the most appropriate ways to travel.

<b>Aspect: Co-ordination</b>	
<b>Nursery</b>	Can kick and catch a large ball.
<b>Reception</b>	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
<b>Year 1</b>	<p><b><u>Ball control</u></b> Can move with a ball and can stop a ball before passing it to a partner using hands or feet.</p> <p><b><u>Throwing and catching</u></b> Can throw a ball in a straight line using an underarm, overarm or bounce pass.</p>
<b>Year 2</b>	<p><b><u>Ball control</u></b> Can dribble a ball, passing to a partner when appropriate.</p> <p><b><u>Throwing and catching</u></b> Can throw a ball in a straight line using an underarm, overarm or bounce pass and move into a given space to catch a ball.</p>
<b>Year 3</b>	<p><b><u>Ball control</u></b> Can dribble a ball, moving with it in a straight line, and passing accurately to a team member.</p> <p><b><u>Throwing and catching</u></b> Can throw accurately towards a target or cover a distance.</p> <p><b><u>Hitting a ball</u></b> Beginning to use different hits including forehand/backhand. Can hit a ball when moving around during a game.</p>
<b>Year 4</b>	<p><b><u>Ball control</u></b> Can dribble a ball, moving with it in a straight line, and call out for a pass, knowing they are in the best place to pass accurately to a team member Can use a range of attacking and defending skills, drawing on a variety of techniques in order to keep possession of the ball.</p>

	<p><b><u>Throwing and catching</u></b> Can throw accurately towards a target or cover a distance and perform catches at different heights and speeds.</p> <p><b><u>Hitting a ball</u></b> Can show control of a range of different hits including forehand/backhand. Can hit a ball when moving around during a game, making good contact by maintaining eye contact with the ball.</p>
<b>Year 5</b>	<p><b><u>Ball control</u></b> Can dribble a ball, keeping the ball under control, in different directions and avoid obstacles. Can use a range of attacking and defending skills when playing a team game, and can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.</p> <p><b><u>Throwing and catching</u></b> Can judge how much power is needed to throw a ball depending where they are standing and where the ball needs to go. Can plan ahead to where the ball is going in order to catch a ball, and catch balls at different heights and speeds.</p> <p><b><u>Hitting a ball</u></b> Knows how to hit the ball back to the opposition, using different techniques such as forehand and backhand. Can make good contact when hitting the ball, knowing where to hit the ball to give them a good chance of getting as many points as possible.</p>
<b>Year 6</b>	Can kick and catch a large ball.

<b>Aspect: Competition and Teamwork</b>	
<b>Nursery</b>	Rapidly learns key words in PE and is able to use them in communicating with others in their team.
<b>Reception</b>	Listens and responds to ideas expressed by others in discussions when working as part of a team.
<b>Year 1</b>	Can take part in a range of competitive games, use the terms opponent and teammate and can use their communication skills to work as part of a team.
<b>Year 2</b>	Can apply their skills to a range of competitive sports, is beginning to understand how to make the situation more difficult for an opponent and can use communication to work as part of a team.
<b>Year 3</b>	Can apply their skills to a range of competitive sports. Shows a good understanding of teamwork, and is beginning to make good judgements on appropriate times to score points for their team.
<b>Year 4</b>	Can use a range of attacking and defending skills when playing a team game. Shows a good understanding of teamwork, and has begun to make good judgements on appropriate times to score points for their team. Can communicate with their team about appropriate strategies to use and when to use them.
<b>Year 5</b>	Can use a range of attacking and defending skills when playing a team game. Can work as a team, using good communication and awareness, helping other members of the team to perform well in a game and beginning to consider the most appropriate person for different roles within the team.
<b>Year 6</b>	Can use a range of attacking and defending skills when playing a team game. Can work well as a team, using good communication and awareness. Can select the most appropriate person for different roles within the team, leading others when called upon and acting as a good role model.



<b>Aspect: Personal Development in PE</b>	
<b>Nursery</b>	He/she is able to follow directions. They can use language to share feelings and thoughts in relation experiences in PE.
<b>Reception</b>	Maintains attention, concentrates and sits quietly during demonstrations in PE. Has built up vocabulary that reflects the breadth of their experiences in PE. Understands that equipment in PE has to be used safely, understanding how to transport and store equipment safely.
<b>Year 1</b>	Can watch and copy demonstrations, remembering different moves and positions.
<b>Year 2</b>	Can watch and copy demonstrations, remembering different moves and positions. Can identify weaknesses and correct skills and technique.
<b>Year 3</b>	Shows an awareness of the basic rules of different sports, and understands how the game can be won and lost. Can use their knowledge of the sport to identify weaknesses and correct skills and technique.
<b>Year 4</b>	Shows a good awareness of the basic rules of a range of sports, and understands how the game can be won and lost. Has an awareness of how to set up a game, including all of the necessary equipment. Can use their knowledge of the sport to identify weaknesses and correct skills and technique.
<b>Year 5</b>	Shows a good awareness of the basic rules of a wide range of sports and understands how the game can be won and lost. Can independently set up a game, including all of the necessary equipment. Can use their knowledge of the sport to identify weaknesses and correct skills and technique, improving personal best performances.
<b>Year 6</b>	Has learnt the basic rules of a range of sports, guiding peers to follow them when necessary, and understands how the game can be won and lost. Can independently set up a game, including all of the necessary equipment. Can keep track of personal best performances, analyse their technique and set targets for improvement.

<b>Aspect: Swimming</b>	
<b>Nursery</b>	
<b>Reception</b>	
<b>Year 1</b>	
<b>Year 2</b>	
<b>Year 3</b>	
<b>Year 4</b>	<b><u>Distance</u></b> Swim competently, confidently and proficiently over a distance of at least 25 metres <b><u>Technique</u></b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
<b>Year 5</b>	<b><u>Distance</u></b> Swim competently, confidently and proficiently over a distance of at least 25 metres <b><u>Technique</u></b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) <b><u>Water safety</u></b> Perform safe self-rescue in different water-based situations
<b>Year 6</b>	<b><u>Distance</u></b> Swim competently, confidently and proficiently over a distance of at least 25 metres <b><u>Technique</u></b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) <b><u>Water safety</u></b> Perform safe self-rescue in different water-based situations

## Curriculum Map Overview

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Nursery	Travelling in different ways	Running, Jumping and Balancing	Finding Space, Hopping and Skipping	Throwing and catching	Throwing To Targets, Rolling and Dribbling	Kicking and Striking
Reception	Me and Myself	Movement Development	Ball Skills	Dance	Working with others (Team Games)	Throwing and catching
Year 1	Handball	Tennis	Gymnastics	Dance (could link with Discovery Units)	Athletics	Rounders
Year 2	Netball	Games - Tennis	Gymnastics	Dance (could link with Discovery Units)	Athletics	Cricket
Year 3	Invasion games - football	Games- Tennis	Gymnastics	Dance (could link with Discovery Units)	Athletics	Rounders
Year 4	Invasion games – basketball	Games- Tennis	Gymnastics	Dance (could link with Discovery Units)	Athletics	Rounders
Year 5	Invasion games – Hockey	Games- Tennis	Gymnastics	Dance (could link with Discovery Units)	Athletics	Cricket
Year 6	Invasion games – Rugby	Games- Tennis	Gymnastics	Dance	Athletics	Cricket

All Year 4 and 5 will swim for half of the academic year. Year 6 will be boasted in the Summer term if they have not achieved the National Curriculum expectation in the previous years.

## Key Subject Specific Vocabulary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Movement, balancing, running, jumping, crawling, skipping, kicking, catching, throwing, travelling, avoid, steps, direction, forwards, backwards obstacles, space,	Running, technique, alternate forwards, backwards high jump, space, crouch jumping, awareness, space, higher, further balance, body part tension, space	Movement, awareness, space direction, forwards, backwards, space hopping, obstacles, balance, jump Skipping, stop, faster, slower, stop, start, speed	Throw, catch, target Underarm throw, target, further throw, opposite, left, right, target, direction	Under, over, throw, static, moving, targets Rolling, balance, dominant, roll, slide Dribbling, control, kick technique, speed	Kicking, target distance, trap Send, strike, Movement, balancing, running, jumping, crawling Movement, skipping, kicking, catching, throwing
Reception	Uniform, Quickly, PE Kit, Listen, Changing, Move, Control Heart Rate, Breathing, Move, Feet, Body, Explore Toes, Stomach, Move, Knees, Hands, Fingers, Feet, Elbows, Bottom, Body Parts , Back, Arms Senses, Listen, Instructions, Awareness, Movement Move, Change direction, Free Space, Direction Listen, Heart Rate,	Head up, Move, Movement, Stop, Control Look, Carefully, Safe, Safely, Awareness Imagination, Different, Space Walk, Different, Move, Skip, Run, Hop, Body, Jump Carefully, Sideways, Backwards, Forwards, Direction Change, Jog, Slow, Speed, Control Quickly, Listen,	Safely, Control, Ball control, Ball, Explore Ideas, Body, Relay, Movement, Move, Direction, Change direction, Collect, Get in line, Rolling, Stop, Low, Height, High, Hands, Count, Bounce, Swap, Work together, Aiming, Pass, Partner Games, Collect,	Forward, Backward, Left, Right, Freezing, Hopping, Jumping, Stretch Stretch, Character, Performance Spin, Jump, Hop, Perform, character, listen, instructions Space, Awareness, count, speed sideways, high, middle, low	Cooperate; Work Together; Teamwork; Space; Move Carefully; Head up Share; Exercise; Healthy Take Turns; Wait; Patience; Help; Support; Kind Partner; Cooperate	Stop; Control; Get in line; Hand ready; Watch the ball Roll; Send; Aim; Target; Catch; Watch Throw; Underarm; Aim; Accuracy; Ball; Control

	Heart Imagination, Safely, Experiment	Awareness, Speed,				
Y1	Explore the game; Ball; Shoot; Roll Movement, Direction, Speed, Space, Position, Court Ball Control, Dribble, Avoiding Opponents Team, Teamwork, Attacking, Defending, Skills, Tactics, Support, Passing, Marking Aim, Shoot, Target, Goal , Throw, Pass, Intercept Safety, Skill, Position,	Underarm, Score, Explore the game, Experiment, Aiming, Opposition, Throw, Tactics Tennis racket, Swing, Balance, Experiment, Coordinate, Ball control, Control, Roll, Racket, Ball Tennis racket, Aim, Aiming, Accuracy, Send, Throw, Cooperate, Bounce, Movement, Get in line, Receive, Copy, Receive, Score, Keep score, Court target, Defend,	Theme, Music, Dance, Clap, Count, Beat Eight Count, Develop, Character, Move, Direction, Copy Level, Position, Movement, Direction Phrase, Character, Imagination, Create Actions, Performance, Watch, Copy Practice, Masks, Evaluate Rehearse, Audience,	Shapes, Sequence, Balance, Explore, Experiment, Jump Tuck, Straight, Star, Key Shapes, Dish, Arch Travelling, Sequence, Backwards, Forwards, Movement, Direction Knees, High, Balance, Individual, Linking, Shapes, Sequence, Level, Low,	Distance; Experiment; Explore, Jumping; Landing; Throwing; Running Coordination; movement; explore; develop; balance Teamwork; Compare; Improve Safely; Distance; Technique Throw; aim; target; measure Circuit; Competitive; Teamwork;	Aim, Explore the game, Experiment, Space, Throw, Ball Catch, Movement, Coordination, Underarm, Send, Direction, Roll, Fielding, Aim, Get in line, Competition, Rolling, Target Safety, Technique, Batting, Score, Rules, Aiming, Fielder, Teamwork,
Y2	Ball; Control; Pass; Explore; Rules Balance; Throw; Catch Aim; Accuracy; Roll Hands Ready; Watch; Aim Teamwork; Get in line; Space Score	Catch, Tennis racket, Swing, Aim, Strike the ball, Skill, Rules, Opposition, Throw, Net, Bounce, Ball, Court Low, High, Balance, Ball control, Control, Racket,	Travelling, Shapes, Routine, Explore, Experiment Tuck, Straight, Star, Shapes, Pike, Dish, Arch Jogging, Movement, Speed, Run, Jump	Dance, Clap, Character, Count, Beat, Create Unison, Character, Beat Expressions, Emotions, Tension, Performance, Speed Phrase, Imagination,	Distance; Experiment; Explore; Jumping; Landing Coordination; Movement; Explore; Develop; Balance Teamwork; Compare; Improve Jump; Jumping; Land;	Throwing, Batting, Fielding, Catching, Explore the game, Experiment, Striking Long barrier, Fielding, Teamwork, Get in line, Communication, Tracking the Ball

		Ball Score, Aim, Positioning, Movement, Aiming, Accuracy, Rolling, Send, Throw, Catch, Catching, Underarm, Ready Position, Bounce feed, In line, Receive, Cooperate, Catch, Underarm, Position, Catching, Tennis racket, Score, Movement, Explore the game, Experiment, Aiming, Accuracy, Direction, Decision Making, Attack, Tactics,	Point, Linking, Front Support, Back Support, Balance, Individual Straight, Straddle, Marker spots, Mats, Benches, Tables, Stools	Create, Movement Expressions, Emotions, Actions, Rhythm, Performance, Control Rehearse, Practice, Improve, Watch Audience, Feelings,	Safely; Technique Throw; aim; target; distance; Relay; Challenge; Speed Circuit; Competitive; Teamwork	Throwing, Wickets, Wicket keeper, Feeder, Fielder, Catching, Underarm Bat, Batting, Shot selection, Score, Grip Aiming,
Y3	Work together, Get in line, Explore the game, Ball control, Aiming, Passing, Tackle, Shoot, Goal Teamwork, Send, Explore, Speed,	Success, Keep score, Aim, Rules, Explore the game, Experiment, Ball control, Space, Decision Making, Opposition, Court Tennis racket, Teamwork,	Travelling, Shapes, Sequence, Create, Balance, Movement, Explore, Experiment Tuck, Straight, Straddle, Star, Pike, Key Shapes, Dish, Arch	Street Dance; Tutting; Beat of 8; Canon Unison; Moving in time; Beat; Count; Control; Fluency Phrase; Choreography; Create;	Landing, Run, Distance, Jumping, Explore, Experiment, Throw Landing, Jumping, Combination, Balance, Movement, Coordination, Direction Run,	Points, Stumped, Batter, Fielder, Score, Explore the game, Experiment Fielding, Teamwork, Skill, Get in line, Communication Space

	Dribble, Control Turning, Movement, Direction, Decision Making, Positioning, Accuracy, Space, Pass, Receive, Shoot, Space, Target Work together, Teamwork, Rules, Defend, Attack	Speed, Direction, Run, Control, React, Cooperate, Ball Court position, Movement, Get in line, Tracking the Ball, Receive, Bounce, Racket, Court Ready Position, Cooperative play , Teamwork, Movement, Direction, Decision Making, Receive, Send, Rally Catch, Score, Rules, Competition, Success Tactics	Linking, Travelling, Shapes, Pathway, Low, High Linking, Crab, Arabesque, Shapes, Front Support, Balance Quality, Describe, Linking, Sequence, Key Shapes, Apparatus Technique, Balance,	Work Together Create; Partner Performance ; Review; Audience; Practise	Sprint, Technique, Sprinting, Accelerate, Speed, Control Safely, Landing, Take off, Jumping, Jump, Control Personal best, Distance, Pull, Aiming, Control, Throw Run, Explore the activity, Jump, Throw	Catching, Throw, Cooperate Safety, Technique, Batting, Rules, Space, Ball Backstop,
Y4	Explore the game; Passing; Possession; Shoot; Score; Teamwork Dribble; Speed; Direction; Heart Rate; Breathing Rate Pass; Chest Pass; Bounce Pass; Technique; Aim; Accuracy; Aiming; Set Shot; Power	Success, Rules, Movement, Explore the game, Aiming, Decision Making, Opposition, Receive, Send, Net, Ball, Court Swing, Cooperative play , Movement, Direction, Partner,	Travelling, Key Shapes, Technique, Balance, Explore, Experiment Straight, Straddle, Star, Pike, Dish, Arch Linking, Travelling, Sequence, Apparatus, Movement, Explore	Learn, Health, Fitness, Dance, Count, Timing Develop, Character, Count, Beat, Actions, Routine, Level Unison, Motif, Canon, Actions,	Record, Timer, Run, Explore the activity, Experiment, Jump, Throw Race, Official, Pace, Distance, Technique, Speed Step, Hop, Triple jump, Balance, Jump	Points, Batting, Fielding, Score, Explore the game, Experiment Throwing, Fielding, Catching, Power, Get in line, Communication, Accuracy Technique, Batting, Score, Aiming,

	Teamwork; Improve; Rules	Cooperative, Send, Rally Catch, target Power, Accuracy, Space, Free Space, Control, Bounce, Racket Rules, Mini Tennis Position, Decision Making, Tactics, Service	Transition, Shoulder, Tuck, Sequence, Create, Roll Routine, Create, Balance, Work together, Teamwork, Partner Key Shapes, Technique, Movement, Experiment, Control	Pose, Direction Highlight, Fluency, Movement, Control Phrase, Choreograph y Quality, Experiment, Speed, Performance Audience Watch	Javelin, Pull, Technique, Aim, Target, Throw Sprint, Exchange, Baton, Work together, Communicatio n Speed Run, Explore the activity, Jumping, Technique, Speed, Throw	Space, Targets Bowling, Underarm, Grip, Aiming, Speed, Roll Backstop, Batter, Bowler, Bowling, Backstop, Long barrier, Batter, Keep score,
Y5	Work together, Teamwork, Rules, Explore the game, Experiment, Communicati on, Space, Passing, Closing Down, Tackle, Shoot, Possession, Opposition, Dribble, Defend, Attack, React, Tactics, Ball Movement, Ball control, Stick, Speed, Indian Dribble, Direction, Turn,	Score, Keep score, Movement, Explore the game, Experiment, Space, Targets, Net, Racket, Ball, Court Score, Follow through, Backswing, Rules, Communicati on, Tracking the Ball, Cooperative, Bounce, Racket, Rally Shot selection, Serve, Respond, Mini Tennis, Keep score, Court target, Court	Creativity, Sequence, Performance, Mirror, Level, Cooperation, Combine, Asymmetrical , Balance, Explore, Experiment, Communicati on, Speed, Direction, Partner Quality, Sequence, Mirror, Improve, Combine, Partner Shoulder, Tuck, Sequence, Create, Rolling Shapes, Routine, Level, Improve, Evaluate,	Dance; Choreograp hy; Phrase; Working Together Choreograp hy; Levels; Characters; Expressions; Emotions Phrase; Body Language; Expressions; Question and Answer; Choreograp hy; Character Create; Choreograp hy; Evaluate; Improve Evaluate; Canon; Unison Performance	Record, Timer, Run, Explore the activity, Experiment, Jump, Throw Timer, Run, Official, Technique, Sprinting, Speed Measure, Distance, Push, Pull, Technique, Control, Landing, Take off, Personal best, Distance, Run-up, Balance Olympics, Hurdles, Teamwork, Communicati on, Jump, Throw	Bowling, Throwing, Wicket keeper, Batting, Fielding, Catching, Explore the game, Experiment Bowling, Wickets, Technique, Overarm, Aim, Accuracy, Target Aim, Work together, Teamwork, Skill, Communicati on, Tactics Forward defensive, Batting, Shot selection, Score,

	Run, Strengths, Get in line, First touch, Ball control, Aiming, Accuracy, Slap Pass, Push Pass, Passing, Direction, Control, Target, Receive, Send Work together, Explore, Tracking a Player, Tracking the Ball, Stick, Decision Making, Turn, Tackle, Stop, Opposition, Defend, Defence, Cover, React, Tactics	position, Rules, Get in line, Target, Success, Score, Respond, Mini Tennis, Court position, Aim, Competition, Decision Making, Opposition, Attack, Volley, Backhand, Forehand Space, Keep score, Direction, Making, Tactics	Apparatus, Safely, Landing, Balance, Speed, Direction Linking, Shapes, Routine, Performance, Create, Apparatus, Safely, Technique, Balance, Speed, Creativity, Travelling, Shapes, Sequence, Pose, Combine, Body Control,	Review; Audience; Practise		Aiming, Defend Shot selection, Keep score, Work together, Tournament, Movement, Decision Making Throwing, Awareness, Technique, Catching the ball, Strengths, Teamwork, Explore the game, Experiment, Accuracy,
Y6	Rugby, Tag, Pass, Share, Ready position Share, Attack, Defend, Mark, Dummy Mark fitness, agility, speed	Tennis racket, Height, Backswing, Aim, Strike the ball, Rules, Power, Explore the game, Accuracy, Direction, Decision Making, Tactics, Cooperate, Bounce, Ball, Court Height,	Quality, Travelling, Sequence, Flight, Create, Body Control, Apparatus, Slow, Explore, Speed, Direction Travelling, Shapes, Sequence, Level, Evaluate, Create, Combine, Balance, Direction	Highlight, Intensity, Quality, Express, Feel Rhythm, Confidence, Express, Practice, Perform Different, Carefully, Rhythm, Canon, Movement, Formation Space, Rhythm, Experiment,	Run, Explore the activity, Technique, Explore, Jump, Throw Timer, Run, Official, Sprint, Speed, Control Measure, Distance, Discus, Javelin, Run-up, Fling, Pull,	Wicket keeper, Technique, Bowler, Fielding, Explore the game, Experiment Bowling, Fielding, Underarm, Aim, Teamwork, Communication, Tactics Straight drive, Technique, Batting, Score,



		<p>Court position, Cooperative play, Aim, Teamwork, Power, Movement, Aiming, Direction, Cooperative, Rally</p> <p>Shot selection, Power of the shot, Difficult, Court target, Aim, Strike the ball, Power, Positioning, Aiming, Accuracy, Speed, Space, Direction, Decision Making, Target Success, Shot selection, Score, Ready Position, Power of the shot, Mini Tennis, Keep score, Court target, Court position, Aim, Rules, Competition, Accuracy, Direction, Decision Making, Opposition, Attack, React, Tactics, Singles Respond, Mini Tennis Positioning, Individual, Competition Service, Singles Cooperative play</p>	<p>Shapes, Routine, Evaluate, Combine, Balance Sequence, Cooperation, Balance, Work together Creativity, Shapes, Performance, Level, Audience, Speed, Transition, Creativity, Shapes, Level, Landing, Technique, Explore, Experiment, Speed,</p>	<p>Slow Motion, Pace Comfortable, Express, Confidence, Audience, Ability, Achieving Imaginative, Express, Levels, Unison, Canon, Choreography, Rhythm, Beats, Counts, Pose, Tutting</p>	<p>Power, Aiming, Speed, Throw Landing, Take off, Distance, Run-up, Technique, Jump Run, Olympics, Race, Work together, Explore the activity, Measure, Technique, Experiment, Cooperate</p>	<p>Decision Making, Keep score, Tournament, Get in line, Awareness, Technique Communication,</p>
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# Impact:

At Woodlands, children are exposed to a broad, rich PE curriculum. Throughout the year, children work on agility, balance and coordination skills as a foundation of their fitness journey. Every term, children undertake a fitness assessment, and set personal goals to improve their overall fitness.

Each half term, children throughout the school focus on a different type of sport, enabling them to become confident in a number of different areas. Every year, these skills are built on, giving children the opportunity to become experts in each field. Children showcase their learning when they compete in tournaments against house teams at the end of each unit, enabling them to use taught skills and allowing accurate assessment to take place.

This is an example of our teacher assessment at the end of each half term.

Autumn 1 – <i>Subject</i>					
Working Towards		ARE		Greater Depth	
% working towards		% ARE		% greater depth	

At the end of the year, we report overall PE achievements in a school report.

<b>Nursery</b>		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Negotiates space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles.	
Co-ordination	Can kick and catch a large ball.	
Competition and Teamwork	Rapidly learns key words in PE and is able to use them in communicating with others in their team.	
Personal Development in PE	He/she is able to follow directions. They can use language to share feelings and thoughts in relation experiences in PE.	
Effort and Enthusiasm		

<b>Reception</b>		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Moves freely and with confidence in a range of ways (e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping).	
Co-ordination	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
Competition and Teamwork	Listens and responds to ideas expressed by others in discussions when working as part of a team.	
Personal Development in PE	Maintains attention, concentrates and sits quietly during demonstrations in PE. Has built up vocabulary that reflects the breadth of their experiences in PE. Understands that equipment in PE has to be used safely, understanding how to transport and store equipment safely.	
Agility and Balance	Moves freely and with confidence in a range of ways (e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping).	
Effort and Enthusiasm		

Year 1		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Can travel in different ways (jumping, skipping, walking, leaping, hopping) and can balance using different points of the body (hands or feet).	
Co-ordination	<b>Ball control</b> Can move with a ball and can stop a ball before passing it to a partner using hands or feet. <b>Throwing and catching</b> Can throw a ball in a straight line using an underarm, overarm or bounce pass.	
Competition and Teamwork	Can take part in a range of competitive games, use the terms opponent and teammate and can use their communication skills to work as part of a team.	
Personal Development in PE	Can watch and copy demonstrations, remembering different moves and positions.	
Effort and Enthusiasm		

Year 2		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Can move quickly into a given space, travelling in different ways and linking two or more movements together with increasing control and balance.	
Co-ordination	<b>Ball control</b> Can dribble a ball, passing to a partner when appropriate. <b>Throwing and catching</b> Can throw a ball in a straight line using an underarm, overarm or bounce pass and move into a given space to catch a ball.	
Competition and Teamwork	Can apply their skills to a range of competitive sports, is beginning to understand how to make the situation more difficult for an opponent and can use communication to work as part of a team.	
Personal Development in PE	Can watch and copy demonstrations, remembering different moves and positions.	
Effort and Enthusiasm		

Year 3		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Can quickly and independently find and move into a space in a game, and can perform basic movements with greater control and balance.	
Co-ordination	<p><b>Ball control</b> Can dribble a ball, moving with it in a straight line, and passing accurately to a team member.</p> <p><b>Throwing and catching</b> Can throw accurately towards a target or cover a distance.</p> <p><b>Hitting a ball</b> Beginning to use different hits including forehand/backhand. Can hit a ball when moving around during a game.</p>	
Competition and Teamwork	<p>Can apply their skills to a range of competitive sports.</p> <p>Shows a good understanding of teamwork, and is beginning to make good judgements on appropriate times to score points for their team.</p>	
Personal Development in PE	<p>Shows an awareness of the basic rules of different sports, and understands how the game can be won and lost.</p> <p>Can use their knowledge of the sport to identify weaknesses and correct skills and technique.</p>	
Effort and Enthusiasm		

Year 4		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Can use all parts of the body to travel in different ways, developing physical strength and suppleness by practising moves and stretching.	
Co-ordination	<p><b>Ball control</b> Can dribble a ball, moving with it in a straight line, and call out for a pass, knowing they are in the best place to pass accurately to a team member Can use a range of attacking and defending skills, drawing on a variety of techniques in order to keep possession of the ball.</p> <p><b>Throwing and catching</b> Can throw accurately towards a target or cover a distance and perform catches at different heights and speeds.</p> <p><b>Hitting a ball</b> Can show control of a range of different hits including forehand/backhand. Can hit a ball when moving around during a game, making good contact by maintaining eye contact with the ball.</p>	
Competition and Teamwork	Can use a range of attacking and defending skills when playing a team game.	

	Shows a good understanding of teamwork, and has begun to make good judgements on appropriate times to score points for their team. Can communicate with their team about appropriate strategies to use and when to use them.	
Personal Development in PE	Shows a good awareness of the basic rules of a range of sports, and understands how the game can be won and lost. Has an awareness of how to set up a game, including all of the necessary equipment. Can use their knowledge of the sport to identify weaknesses and correct skills and technique.	
Effort and Enthusiasm		

<b>Year 4- Swimming</b>		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Distance	Swim competently, confidently and proficiently over a distance of at least 25 metres	
Technique	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	
Effort and Enthusiasm		

<b>Year 5</b>		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Can perform a series of movements knowing the best positions to use to increase control and accuracy.	
Co-ordination	<p><b><u>Ball control</u></b> Can dribble a ball, keeping the ball under control, in different directions and avoid obstacles. Can use a range of attacking and defending skills when playing a team game, and can select the most appropriate person to pass to within a game and the most appropriate style of pass to ensure accuracy.</p> <p><b><u>Throwing and catching</u></b> Can judge how much power is needed to throw a ball depending where they are standing and where the ball needs to go. Can plan ahead to where the ball is going in order to catch a ball, and catch balls at different heights and speeds.</p> <p><b><u>Hitting a ball</u></b> Knows how to hit the ball back to the opposition, using different techniques such as forehand and backhand. Can make good contact when hitting the ball, knowing where to hit the ball to give them a good chance of getting as many points as possible.</p>	

Competition and Teamwork	Can use a range of attacking and defending skills when playing a team game. Can work as a team, using good communication and awareness, helping other members of the team to perform well in a game and beginning to consider the most appropriate person for different roles within the team.	
Personal Development in PE	Shows a good awareness of the basic rules of a wide range of sports and understands how the game can be won and lost. Can independently set up a game, including all of the necessary equipment. Can use their knowledge of the sport to identify weaknesses and correct skills and technique, improving personal best performances.	
Effort & Enthusiasm		

Year 5- Swimming		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Distance	Swim competently, confidently and proficiently over a distance of at least 25 metres	
Technique	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	
Water Safety	Perform safe self-rescue in different water-based situations	
Effort and Enthusiasm		

Year 6		
ASPECT OF LEARNING	OBJECTIVES	ATTAINMENT
Agility and Balance	Can perform a complex sequence of movements at increasing speed, combining strength and stamina and can independently select the most appropriate ways to travel.	
Co-ordination	<b>Ball control</b> Can keep the ball under control. Can use a range of attacking and defending skills when playing a team game, using different movements to help make shots such as forward, backwards and side steps at a quick pace. <b>Throwing and catching</b> Can judge how much power is needed to throw a ball, depending on where they are standing and where the ball needs to go. Can plan ahead to know where the ball is going so they can get there quickly. Can perform catches at different heights and speeds, including stopping the ball from getting past them to the boundary.	

	<p><b>Hitting a ball</b> Shows good control when hitting the ball back to the opposition and can select the most appropriate technique, such as forehand and backhand. Can make good contact when hitting the ball, knowing where, when and how to hit the ball to give them a good chance of getting as many points as possible.</p>	
Competition and Teamwork	<p>Can use a range of attacking and defending skills when playing a team game. Can work well as a team, using good communication and awareness. Can select the most appropriate person for different roles within the team, leading others when called upon and acting as a good role model.</p>	
Personal Development in PE	<p>Has learnt the basic rules of a range of sports, guiding peers to follow them when necessary, and understands how the game can be won and lost. Can independently set up a game, including all of the necessary equipment. Can keep track of personal best performances, analyse their technique and set targets for improvement.</p>	
Effort and Enthusiasm		

<b>Year 6- Swimming</b>		
<b>ASPECT OF LEARNING</b>	<b>OBJECTIVES</b>	<b>ATTAINMENT</b>
Distance	Swim competently, confidently and proficiently over a distance of at least 25 metres	
Technique	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	
Water Safety	Perform safe self-rescue in different water-based situations	
Effort and Enthusiasm		



# Appendix

-PE National Curriculum

## Physical education programmes of study: key stages 1 and 2

### National curriculum in England

#### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

### Key stage 1

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.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

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.

## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.