

Holywell School Curriculum Overview

Key Stage 2 Curriculum Overview –Physical Education

Curriculum Intent

The Holywell PE Department aims to support students in becoming the best possible version of themselves. By participating in Physical Education students can gain a huge range of health, social, emotional and intellectual benefits therefore any form of physical activity is an essential dimension in students’ broad scope of development during their schooling years. We encourage students to work hard, play fair, respect each other and have fun. We believe that it is important that students are given numerous and varied opportunities to engage in a range of enjoyable physical activities, so that they will be more likely to continue being physically active and lead a healthy lifestyle throughout their lives.

We aim:

To provide students with the best possible physical education experiences regardless of age, race, gender or ability in order to encourage and maintain a healthy lifestyle.

To support students to acquire and develop skills and increase competence and confidence in a range of physical activities.

To support students in learning how to select and apply skills, strategies and ideas to suit activities that need different approaches and ways of thinking.

To provide a supportive environment for enjoyable participation in a wide variety of physical activities.

To provide the safest possible environment for all participants, both students and staff.

To provide for the allocation of appropriate resources and facilities.

To allow all students to access the curriculum, regardless of ability.

To provide more able students with the opportunities to further develop their potential.

To encourage participation in community-based clubs.

To encourage participation of the whole school community in supporting physical activity experiences.

Term	Year 5	Year 6
Autumn term	<p>OAA Communicating within a team (Human Knot/Toxic River/Hoop Race), problem solving, developing teamwork (Human Bridge/SOS/Camp Escape) and trust (blindfold activities).</p> <p>Netball Passing, footwork and movement, moving into space, shooting, basic positions, modified games.</p> <p>Gymnastics Safety and Shapes, locomotion, forward rolls, introduction to Flight, counter balance and tension.</p> <p>Football</p>	<p>Football Dribbling progression, passing, 1 v 1 defending, attacking play (inc. volleys and 1 v 1), overloads, modified games.</p> <p>Netball Passing, footwork, dodging, defending and intercepting, shooting, gameplay.</p> <p>Gymnastics Location (with levels), Flight entry, backward and paired rolls, paired balances, headstands, handstands, group routines.</p> <p>Alternate Sports Crazy Catch, Ultimate Frisbee</p>

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	Basic dribbling, short and mid-range passing, attacking and shooting, defending, goalkeeping, modified games.	
Spring term	<p>Rugby (or football) Ball handling skills, going forward, beating a player, contact (basic tackling), introduction to breakdowns, basic games.</p> <p>Health and Fitness Warming up and cooling down, short term effects of exercise, identifying muscle groups, introduction to components of fitness, pacing.</p> <p>Basketball Ball handling, dribbling technique, basic passing (chest/bounce), set and jump shot, attacking play, modified games.</p>	<p>Rugby (or football) Developing tackling technique, outwitting an opponent, introduction to rucking, basic 3 player scrums, small-sided games.</p> <p>Health and Fitness Cunning Running – Developing fitness, tactical awareness during sustained running (Grand Prix, Madison, Paarleuf), playing card fitness.</p> <p>Basketball Dribbling progression, passing under pressure (including javelin), pressure shooting, lay-ups, effective defending, games.</p>
Summer term	<p>Badminton Grip, Movement and split-step position, underarm hitting, forehand serve, overhead hitting, modified games.</p> <p>Athletics Turbo javelin, shot put, long jump, sprinting technique, 75m, 150m, 600m, 1200m, relays, rules of each discipline.</p> <p>Cricket/Rounders (Striking and fielding) Throwing (over and underarm) and Catching techniques, basic bowling technique, batting (grip and stance), modified gameplay, understanding of basic rules/laws.</p>	<p>Athletics Turbo javelin, shot put, long jump, sprinting technique, 75m, 150m, 600m, 1200m, relays, basic officiating.</p> <p>Cricket/Rounders (Striking and fielding) Throwing and Catching (high/low) techniques, batting, bowling variations, understanding of rules/laws, small-sided games.</p> <p>Badminton Movement and positioning, short and long serve, net shots, overhead clear, drop shot, gameplay, rules of singles/doubles half and full court games.</p>
Evidence of learning	<p>By the end of Year 5 each student/s:</p> <ul style="list-style-type: none"> Is beginning to link skills together. Can perform basic skills in a pressure situation. Has an understanding of basic tactics and strategies. Can follow a game plan in competitive situations. Can follow rules in games. Can describe the short-term effects of exercise. Can take a pulse reading at carotid or radial site. Knows the difference between static and dynamic stretching, giving examples of both. Can confidently feedback to another student. Can identify strengths and weaknesses in a performance. Knows why ICT is useful in analysing work. Is gaining confidence in class discussions and demonstrations. Can lead a small group of peers in a practice situation or warm-up. 	<p>By the end of Year 6 each student/s:</p> <ul style="list-style-type: none"> Can link skills within a game. Shows accuracy and control in basic skills. Can demonstrate skills to other students. Has a solid understanding of basic rules and laws in various sports. Can start to implement different T & S in a game situation. Can suggest ways to outwit an opponent. Can identify muscle groups using the correct terminology. Can explain the different parts of a warm-up. Can calculate heart rate and predict the effect of exercise. Uses key words when giving feedback. Can refine own performance in response to feedback. Can feedback to a small group of students. Contributes to class discussions, with valid points. Regularly supports other students.

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	Regularly uses encouraging language within the lesson.	Shows leadership skills when working in a group.
Links to prior learning	KS1/KS2 Curriculum of various feeder Lower Schools	Y5 Netball/Football/Gymnastic/Rugby/Basketball/Health and Fitness/Athletics/Striking and Fielding/Badminton
Links to future learning	Y6 Netball/Football/Gymnastic/Rugby/Basketball/Health and Fitness/Athletics/Striking and Fielding/Badminton including problem solving skills from OAA.	KS3 PE curriculum
Careers Links Athlete, Events Manager, Health Trainer, Leisure Centre Manager, Lifeguard, Outdoor Activities Instructor, PE teacher, Performance Sports Scientist, Personal Trainer, Play Therapist, Physiotherapist, Sports Agent, Sports Coach, Sports Commentator, Journalist, Sports Professional		
Protected Characteristics in the curriculum Our aim is to be as inclusive as we can with all aspects of Physical Education. Below are some examples: Age – Students receive the same lessons as every other student in their Year group. Students can take part in more complex aspects of activities once experience has been gained or governing bodies allow. Disability – All lessons can be/are modified to allow inclusion for all. Students with hearing/sight impairments, ASD, mental health concerns and other potential disabilities can all take a full, active role within lessons. Religion/Belief – Students physical inclusion in lessons can be adapted if their religion/belief could be impacted, such as students who fast during Ramadan. Sex – Students are the same opportunity to same all sports, either in lessons or as an extra-curricular activity. Most clubs are mixed gender, depending on potential levels of contact and governing body recommendations.		
Safeguarding including safety in the curriculum The provision for health and safety for students and teachers in the school is essential. All PE staff work to the accepted codes of practice on PE (AFPE) and this is the basis for all Risk Assessments. Risk Assessments have been constructed to cover all aspects of physical education, including specific sports, locations and events, including fixtures. Specific PPE is required for certain sports (such as gumshield for contact rugby and shinpads/boots for football). The school has a limited supply should students be unable to source them themselves. We also encourage parents/cares to donate old pairs of boots to school for others to use. All PE staff are 1 st Aid trained. Students are briefed before all lessons on aspects of safety and are checked to ensure they are not only wearing the correct/appropriate		
How we track your progress Linking to the progress descriptors, all students’ progress is tracked through the work students produce and contribute to in class, homework, end of unit assessments and in class assessments. This could be through end of unit ‘assessment lessons’ where staff observe students in a competitive situation or performing a routine/sequence. Students also have an Assessment booklet where they can chart their own progress as well as achievements both inside and out of school.		

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Values across the curriculum

Holywell Values underpin all we do in lessons. Listed below are some examples of how some of our Values can be observed/displayed specifically with Physical Education at Holywell:

Community – Working in groups/teams during lessons, clubs and fixtures. Playing sport against other schools in our local area.

Trust – In your own ability to succeed, your teammates, the process in order for you to improve, knowing it is OK to fail and that it helps you to improve,

Responsibility – Controlling emotions, resolving conflicts, respecting opponents and officials, leading warm-ups, helping teachers with equipment, supporting other students, taking part in a safe manner.

Joy – Celebrating your own success as well and the success of others, enjoying the activities you are taking part in.

Resilience – Continuing to push yourself if you are finding tasks challenging.

Respect – Yourself, teammates, the opposition, officials, abiding by rules and laws of various activities.

Spirituality in the Curriculum

Students have many opportunities to develop their Spirituality while at Holywell. Listed below are some of the examples that you can see in the PE Department.

Activities like OAA - including the environment during orienteering sessions and generally spending time outdoors can help children feel a sense of awe and wonder, sparking curiosity about the world around them.

Reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play. Conflict resolution is encouraged between students when disagreements arise.

Opportunities to stop and appreciate natural wonders, such as Red kites flying over the school.

Students learning to handle success and defeat with dignity – being a 'good winner' and a 'good loser'.

Reflecting on the powers of the human body which allows such high level of performance.

Prayer and reflection before and after fixtures.

Peer on peer feedback is embedded into the curriculum to allow student chance to reflect on their own and others' performance.

Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules. Rules and Laws are taught in all activities so the students are confident when officiating. Students are also taught the importance of rules and how they are there to, in part, keep us safe, and how this links to rules and laws within the local community.

Students able to show their creative talents through planning and performing gymnastics routines.

Parents/Carers can support their child by:

Encouraging students to exercise or take part in physical activity, on a regular basis. Family walks/bike rides. Watching professional sport on television. Ensuring students have the correct equipment for PE lessons. Giving students healthy packed lunches for school and provide healthy, nutritious meals for breakfast and dinner. Supporting students in seeking community clubs – transport, kit, signing on fees etc.

Sustainability within the subject:

Bikeability – Encouraging students to cycle to school instead of travelling by car.

Temperature and lighting control/efficiency within indoor PE spaces.

Use of outdoor spaces instead of indoors.

Encouraging students to bring individual water bottles to lessons, instead of one-use plastic versions.

Recycle bins located in PE areas.