

# Eastbrook Primary Physical Education Curriculum



## **Intent: Character and Academics through Physical Education**

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Our physical education curriculum is based on providing all children with the knowledge, skills and understanding required to make a positive impact in their own physical health and well-being. We want children to be enthused and inspire them to participate fully in physical education and school sport to develop a lifelong love of physical activity, sport and exercise. This will enable them to be an active, healthy member of society. As a result, the curriculum has been designed for that purpose.

At Eastbrook school physical education is fully inclusive for every child. We provide opportunities for children to develop their character focusing on the character virtues of curiosity, perseverance, teamwork, gratitude and kindness. We aim to fulfil the requirements of the national curriculum for physical education to inspire all children to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for children to become physically confident in a way which supports their health and fitness and opportunities to compete in sport and other activities build character and help to embed values such as fairness, honesty, self regulation, judgement, bravery and respect.

The aims of teaching physical education in our school are:

- To fully participate and develop a lifelong love of physical activity, sport and exercise
- To offer every child a broad range of physical activities and develop their competence in these activities.
- To develop and apply fundamental movements within every lesson
- To ensure children are active daily for sustained periods of time
- To provide extracurricular sports club opportunities
- To engage in competitive sports and activities
- Lead healthy, active lives.

### **End Point (Key Stage 4)**

Physical Education, we believe, can inspire children to have a lifelong love of physical exercise to have a positive impact both their physical and mental well being. Children will learn the value of teamwork and the importance of perseverance when faced with adversity. The prominence of kindness especially in physically challenging situations building their resilience for their future. It, therefore, forms an important part of the curriculum and is taught individually as well as being incorporated across other areas of the curriculum such as science, art, English and maths. Detailed below is an overview of what children will learn in Physical Education.

### **Way Points**

#### **By the end of Early Years**

During early years physical education is part of the a holistic development for every child at Eastbrook school. Children are active and interactive in their physical development providing opportunities for young children to develop their co-ordination, control, and movement. Children must also be helped

to understand the importance of physical activity and to make healthy choices in relation to food. They use social and emotional experience to gain independence.

Children are given the opportunity to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Children know the importance for good health of physical exercise and a healthy diet including talking about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **By the end of Key Stage 1**

During key stage 1 children develop fundamental movement skills, become increasingly competent and confident. They access a broad range of opportunities to extend their agility, balance and coordination, individually and with others engaging in competitive and co-operative physical activities, in a range of increasingly challenging situations.

Children master basic movements of running, jumping, throwing and catching and start to apply these in a range of activities and team games, developing simple tactics for attacking and defending. Children also perform dances using simple movement patterns.

### **By the end of Key Stage 2**

During Key stage 2 children 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. Physical education provides opportunities for children to enjoy communicating, collaborating and competing with each other developing an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children develop their running, jumping, throwing and catching in isolation and in competitive games, modified (where appropriate). Children will be able to apply basic principles suitable for attacking and defending. Through athletics, health related fitness, gymnastics and trampolining children develop flexibility, strength, technique, control and balance .

Children perform dances using a range of movement patterns. In OAA Children will experience challenges both individually and within a team. For all physical activities children will have the opportunity to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

At Eastbrook school, Children are provided swimming lessons at Becontree heath leisure center where they will be taught how to swim competently, confidently using a range of strokes with the aim of proficiently swimming a distance of at least 25 metres. Children will have the opportunity to perform safe self-rescue in different water-based situations

**Appendices A, B,C D, E, F and G show the planned end points for each year group from 1 to 6.**

### **Sequencing**

Our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards defined way-points and end-points. We have created a joined-up, progressive subject curriculum which builds on what has gone before and prepares Children for what comes next.

### **Adaptation**

Our curriculum reflects the school's local context by addressing typical gaps in children's knowledge and skills. The most significant factors impacting on children's knowledge and skills with regard to our local context are:

- The number of children in school with English as an Additional Language (EAL).
- The number of children in school with Speech, Language and Communication needs (SLC).
- The number of children in school with Social Emotional and Mental Health needs (SEMH).
- The high level of economic deprivation amongst children
- The variation in cultural experience amongst children.

We are addressing these needs in the following ways:

- By ensuring, wherever practicably possible, Children have access to a fully inclusive curriculum with lessons which are practical and engaging. Children do small written assessments termly using pictures to help review their learning. Through this approach, our Children gain greater exposure to physical education content and associated vocabulary.
- Teachers ensure that lessons are practical and engaging.

Children will also experience the following:

- Teaching by secondary PE specialists.
- Access to secondary sports facilities and playing fields
- Visits to at least one sporting event in the UK
- Use of various sporting equipment
- Gain an understanding from a pupil sports leader regarding the importance of learning about physical education and key areas relating to well being.

## Appendix A - GAMES – KS1 End Points

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>1</b>  <b>Boccia</b>  <b>New Age Kurling</b>  <b>Rounders</b>	<ul style="list-style-type: none"> <li>To know how to play a game fairly.</li> <li>To understand simple rules of a game.</li> <li>To know that being active is good for their bodies and fun</li> </ul>	<ul style="list-style-type: none"> <li>To master basic passing and catching techniques.</li> <li>To make use of weight transfer.</li> <li>To aim a variety of balls and equipment with some accuracy.</li> <li>To use throwing and catching skills in a game</li> <li>To master basic how to strike a ball with a racquet and a bat.</li> </ul>	Passing Catching Rules
<b>2</b>  <b>Boccia</b> <b>New Age Kurling</b>  <b>Rounders</b>	<ul style="list-style-type: none"> <li>Know how to position the body to strike a ball in games</li> <li>To understand simple rules of a competitive and non-competitive games.</li> <li>To aim towards a target</li> </ul>	<ul style="list-style-type: none"> <li>To use hand and eye co-ordination to control a ball.</li> <li>To aim a variety of balls and equipment accurately.</li> <li>To catch a variety of objects.</li> </ul>	Aim Co-ordination Control

## Appendix B – GAMES - KS2 End Points

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>3</b>  <b>Basketball</b>  <b>Boccia</b>  <b>New Age Kurling</b>  <b>Rounders</b>	<ul style="list-style-type: none"> <li>To know and follow rules of team games.</li> <li>To know and understand rules for simple games.</li> <li>To know the importance of fielding skills when playing a game</li> <li>To aim at a target</li> </ul>	<ul style="list-style-type: none"> <li>To perform a range of catching and passing skills</li> <li>To master throwing a ball.</li> <li>To strike a ball for distance using hands or feet</li> <li>To keep possession of a ball in a game situation</li> <li>To use hand/eye co-ordination to strike a moving and stationary ball.</li> </ul>	Tactic Possession Agility Co-ordination mark
<b>4</b>  <b>Basketball</b>  <b>Boccia</b>  <b>New Age Kurling</b>  <b>Rounders</b>	<ul style="list-style-type: none"> <li>To know a range of different shots rounders and which shot suits certain game situations.</li> <li>To know and understand rules for simple games and follow them to keep a game going.</li> <li>To know what skills need practising to improve in certain sports</li> <li>To aim towards a target</li> </ul>	<ul style="list-style-type: none"> <li>To become familiar with rounders bats and racquets</li> <li>To be able to accurately dribble a basketball.</li> <li>To master throwing a ball using chest pass</li> <li>To perform underarm bowl in rounders.</li> <li>To experiment with boccia throwing techniques.</li> <li>To perform New age kurling push towards a target.</li> </ul>	Attack Defence Dribble Boccia

<p><b>5</b></p> <p><b>Basketball</b> <b>Boccia</b> <b>New Age</b> <b>Kurling</b> <b>Rounders</b></p>	<ul style="list-style-type: none"> <li>• To know the basic double dribble and travelling rule of basketball</li> <li>• To know the importance of 'getting free' in order to receive a pass.</li> <li>• To know why the bowler is important in rounders.</li> <li>• To make decisions in New age kurling or boccia that will block the other team from scoring.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to perform a range of passes in a game of basketball.</li> <li>• To master throwing a ball using chest pass and bounce pass.</li> <li>• To understand the different positions in basketball, (Defence and attack).</li> <li>• To learn how to shoot a basketball using correct technique</li> <li>• To be able to strike a bowled ball</li> <li>• To use a range of fielding skills with growing control and accuracy</li> <li>• To perform underarm bowl in rounder's with accuracy.</li> <li>• To develop boccia throw technique</li> <li>• To be able to push New age kurling stone on target with varying speed towards a target.</li> </ul>	<p>Opponent Technique Attack Defence Stone</p>
<p><b>6</b></p> <p><b>Basketball</b> <b>Boccia</b> <b>New Age</b> <b>Kurling</b> <b>Rounders</b></p>	<ul style="list-style-type: none"> <li>• To know the rules of basketball including toss up, obstructing when shooting, contact, double dribble and travelling rule of basketball</li> <li>• To know the different roles of a rounders team and the skills required for each.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop passing and dribbling a ball using correct basketball technique</li> <li>• To work as a team using ball-handling skills</li> <li>• To throw a ball using chest pass, shoulder pass and bounce pass.</li> <li>• To pass and carry a ball using balance and co-ordination</li> <li>• To demonstrate being able to mark an opponent</li> <li>• To learn the role of 'Backstop'</li> <li>• To be able to accurately bowl a ball with the correct line and length</li> <li>• To be able to aim and hit a bowled ball in a given direction according to fielding positions.</li> <li>• To perform underarm bowl in rounders with accuracy knowing what is a 'no ball'</li> <li>• To develop New age kurling push technique making decisions where to place the stone on the target.</li> </ul>	<p>Invasion Tactic Balance Opponent push</p>

## Appendix C – OAA - KS2 End Points

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>4</b>  <b>Orienteering</b>  <b>Shelter building</b>	<ul style="list-style-type: none"> <li>Know how to improve their performance after observing others and what they have done.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to follow different routes/trials using simple maps and diagrams.</li> <li>Solve simple challenges and problems successfully with a partner.</li> <li>Identify positions on simple maps and diagrams of familiar environments.</li> <li>Be able to use a range of natural resources to build a shelter with support.</li> </ul>	Challenge Position Diagram Environment Route Trail map
<b>5</b>  <b>Orienteering</b>  <b>Shelter building</b>  <b>Archery</b>	<ul style="list-style-type: none"> <li>Know that some outdoor activities can be dangerous</li> <li>Know how strengths of a group can be used to share roles.</li> <li>Know that roles need to be adapted if they are not working.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the range and consistency of their skills and work with others to solve challenges.</li> <li>Orienteering simple maps and plans</li> <li>Be able to co-operate and share roles within a group.</li> <li>Be able to use a range of natural resources to build a shelter using team work</li> </ul>	Range Consistency Orienteering Co-operation Navigate shelter
<b>6</b>  <b>Orienteering</b>  <b>Shelter building</b>  <b>Archery</b>	<ul style="list-style-type: none"> <li>Know safety principles in outdoor activities (archery)</li> <li>Know different effective structures for building shelters</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor activity challenges individually and as part of a team.</li> <li>Find way back to a base point</li> <li>Be able to build an effective shelter with a group using limited resources.</li> <li>Plan an orienteering challenge for younger years in the school</li> <li>Be able to consistently fire an arrow to hit a given target</li> <li>Draw maps and set trails for others to follow</li> </ul>	Orienteering Grid reference Archery

## Appendix D – ATHLETICS AND HRF – KS1 & KS2 End Points

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Know running and jumping is good for them and describe what it feels like.</li> </ul>	<ul style="list-style-type: none"> <li>Improve running technique and run for a longer distance.</li> <li>Be able to complete a run and jump sequence.</li> <li>Develop an under and over arm throwing action into targets.</li> <li>To perform a basic circuit training session.</li> </ul>	Technique Under arm Over arm javelin
<b>2</b>	<ul style="list-style-type: none"> <li>Describe the differences in the way their body feels during different athletic or HRF activities.</li> </ul>	<ul style="list-style-type: none"> <li>Run with a good technique at different speeds.</li> <li>Perform a 2 footed jump (standing long jump)</li> <li>Watch, copy and describe what they have seen.</li> <li>To perform a basic circuit training session.</li> </ul>	Accuracy Distance Athlete Heart Health
<b>3</b>	<ul style="list-style-type: none"> <li>Know the 5 different jumps patterns.</li> <li>Know when their body is warmer or cooler and when their heart beats faster and slower.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a good throwing technique (overarm) and extend accuracy and distance.</li> <li>Select running speed for appropriate activities.</li> <li>Throw a range of objects changing their action for accuracy and distance.</li> <li>To be able to hurdle an obstacle whilst maintaining running style.</li> <li>To know the names of some circuit training stations.</li> <li>Begin to watch others and focus on specific actions to improve their own skills.</li> <li>To perform a circuit training session.</li> </ul>	Obstacle Hurdles Throw athletics Accuracy Circuits Fitness
<b>4</b>	<ul style="list-style-type: none"> <li>Know how different athletic activities changes their heart rate, breathing and temperature.</li> <li>Know how to achieve their personal best.</li> <li>Know how a relay race works and when to run.</li> </ul>	<ul style="list-style-type: none"> <li>Show developing control when using a range of running, jumping and throwing actions.</li> <li>Make up and repeat a short sequence of linked jumps.</li> <li>Be able to perform a baton change accurately.</li> <li>Throw with some accuracy and power into a target.</li> <li>To learn effective technique for speed bounce.</li> <li>To perform a basic circuit training session.</li> <li>Start to identify weaknesses and strengths of fitness.</li> </ul>	Contrasting Effective Heart-rate Strength Weakness improvement

5	<ul style="list-style-type: none"> <li>• Know the differences between sprinting and distance running.</li> <li>• Know the principles of warming up.</li> <li>• Understand fully why fitness is good for fitness, health and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Show control in take-off activities</li> <li>• Predict how different activities will affect heart rate, temperature and performance.</li> <li>• To perform a circuit training session working with partner.</li> <li>• Identify weaknesses and strengths of fitness and how to improve.</li> </ul>	Heart rate Body temperature Perspiration Fitness performance
6	<ul style="list-style-type: none"> <li>• Know activities which develop stamina or power.</li> <li>• Know why athletics develops strength and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the best pace for a running event in order to sustain running and improve their personal target.</li> <li>• Show accuracy and good technique when throwing for distance.</li> <li>• Complete and create own circuit training.</li> <li>• Self-evaluate weaknesses of different areas of fitness and suggest a circuit station which will help improve performance.</li> <li>• Identify part of a partner's performance that needs to be practised and suggest improvements.</li> </ul>	Pacing Sustain Performance Self-evaluate



## Appendix E – GYMNASTICS – KS1 End Points

### Gymnastics

	Knowledge	Skills	Vocabulary
<b>1</b> <b>Still shapes</b>	<ul style="list-style-type: none"> <li>• How to carry and place equipment</li> <li>• Know how their body feels when still and exercising</li> <li>• How to describe what others have done</li> </ul>	<ul style="list-style-type: none"> <li>• Explore gymnastic actions and still shapes (straight/tucked/star/straddle/pike)</li> <li>• Move confidently and safely in their own space</li> <li>• Monkey walk bent legs and arms extended</li> <li>• To be able to travel on a bench</li> <li>• Be able to use change of speed and direction</li> </ul>	Actions travel Twist turn jump Forwards Backwards Roll High Low Fast slow
<b>2</b> <b>Gymnastics</b> <b>Actions and pathways</b>	<ul style="list-style-type: none"> <li>• Recognise and describe what their bodies feel like during different types of activity</li> <li>• Know how to lift, move and place equipment safely</li> <li>• Know how to link movements together</li> <li>• Know what an arch and dish shape looks like</li> </ul>	<ul style="list-style-type: none"> <li>• Remember and repeat starting to link combinations of gymnastic actions, body shapes and balances with control and precision.</li> <li>• Copy or create movement phrases with beginning, middle and ends using a range of body parts</li> <li>• Watch, copy and describe what others have done</li> <li>• To balance on isolated parts of the body using the floor and hold balance (BACK/FRONT/SIDE/BOTTOM)</li> <li>• Bunny Hop – Transfer weight to hands</li> <li>• Rolling - log</li> </ul>	Balance Control Tuck Pike straddle Dish Run Jump hop

**Appendix F – GYMNASTICS including Trampolining - KS2 End Points**

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>3</b>  <b>Gymnastics</b>  <b>Creating sequences</b>	<ul style="list-style-type: none"> <li>Recognise and describe the short term effects of exercise on the body during different activities.</li> <li>Know the importance of suppleness and strength and body tension.</li> <li>Know how their performance has improved</li> </ul>	<ul style="list-style-type: none"> <li>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</li> <li>To explore jumping techniques</li> <li>To work with a partner or a small group to create a sequence that develops jumping skills (5 different jump types)</li> <li>Rolling- Full forward roll</li> <li>To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</li> <li>Describe and evaluate the effectiveness and quality of a performance</li> <li>Create sequences and perform</li> <li>Improve their work using information they have gained by watching, listening and investigating</li> </ul>	Tension Core Repeat Link Control sequence
<b>4</b>  <b>Trampolining</b>  <b>Basic shapes</b>	<ul style="list-style-type: none"> <li>Know how the body reacts during different types of activity and how this affects the way they perform.</li> <li>Know how performances could be improved</li> <li>Know what a symmetrical and asymmetrical body shape is.</li> <li>To know what a pike, straddle and tuck looks like</li> </ul>	<ul style="list-style-type: none"> <li>Develop the range of body shapes in flight</li> <li>To identify and practise symmetrical and asymmetrical body shapes</li> <li>Perform basic skills and actions more accurate and with consistent height.</li> <li>Perform a half turn in jumps .</li> <li>Create short trampoline sequences</li> <li>Describe their own and others work, making simple judgements about the quality of performances</li> </ul>	Co-ordination Control Height
<b>5</b>  <b>Trampolining</b>  <b>Seat drops</b>	<ul style="list-style-type: none"> <li>Know how partners performances could be improved</li> <li>Perform symmetrical shapes.</li> <li>To know what a seat drop looks like</li> </ul>	<ul style="list-style-type: none"> <li>Perform basic skills and actions with accuracy and consistent height.</li> <li>Perform a seat drop</li> <li>half turn in jumps .</li> <li>Create 6 bounce trampoline sequences</li> <li>Describe others performance, making simple judgements about the quality of performances.</li> </ul>	Co-ordination Control Height Seat drop Swivel hips
<b>6</b>  <b>Trampolining</b>  <b>Front drops</b>  <b>Back drops</b>	<ul style="list-style-type: none"> <li>Know how performances could be improved</li> <li>Perform symmetrical shapes.</li> <li>To know what a front drop looks like</li> <li>To know what a back drop looks like</li> </ul>	<ul style="list-style-type: none"> <li>Perform seat drops and progressions with accuracy and consistent height.</li> <li>Perform a front drop from hands and knees</li> <li>Know progression of all drops</li> <li>half turn in jumps into and out of seat drops .</li> <li>Create 8 bounce trampoline sequences</li> <li>Describe their own and others performance, making judgements about the quality of performances and how to improve.</li> </ul>	Co-ordination Control Height Front drop Progression Back drop

### Appendix G – DANCE – KS1 End Points

	Knowledge	Skills	Vocabulary
<b>Dance 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>Know how to travel safely and show an awareness of others</li> <li>To know where their heart is and understand why it beats faster when exercising.</li> <li>Know the changes in the body when dancing.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Be able to copy some moves</li> <li>Develop Control of movement using: <ul style="list-style-type: none"> <li>Actions (what) – travel, stretch, turn</li> <li>Space (Where) – Forwards, backwards, sideways</li> <li>Relationships (Who) – Own or with partner</li> <li>Dynamics (How) – slowly &amp; quickly</li> </ul> </li> <li>Copy a short dance, remembering some parts.</li> </ul>	Travel Stretch Turn Forwards Backwards Slowly Quickly Sideways

### Appendix H – DANCE – KS2 End Points

	Knowledge	Skills	Vocabulary
<b>Dance 3-6</b>	<ul style="list-style-type: none"> <li>Know and use dance vocabulary</li> <li>Understand the importance of warming up and cooling down.</li> <li>Know some Choreographic devices</li> <li>Structure a dance phrase showing a clear beginning, middle and end</li> </ul> Link phrases to music  Know and describe what you need to do to warm up and cool down for dance.	<ul style="list-style-type: none"> <li>Create a dance phrase to communicate an idea</li> <li>Structure a dance phrase showing a clear beginning, middle and end</li> <li>Choreographic devices – motif development and repetition</li> <li>Develop Control of movement using: <ul style="list-style-type: none"> <li>Actions (what) – twist, turn, jump, gesture, stillness</li> <li>Space (Where) – sideways, high, low , direction &amp; formation</li> <li>Relationships (Who) –with unison and canon</li> <li>Dynamics (How) – explore speed and energy</li> </ul> </li> </ul>	Motif Dance phrase Direction Levels Duo Solo Unison Canon Choreographic Gesture Stillness Energy Speed Repetition phrase