

Physical Education in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The SUBJECT curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

	<p>Character: In our curriculum, Physical Education is far more than sport alone. Through our primary focus on developing a depth of physical competency, physical education will embody the reflection of “Who am I and Who am I becoming”. We will create children who understand the values of teamwork and sportsmanship, children who articulate the value of being physically active in our modern society and children who understand that being physically active is more than just playing sport but is a positive lifestyle decision.</p>
	<p>Competence: Our PE curriculum is designed to ensure that children are empowered to master the foundation skills within movement and physical activity. We will create physically literate children who develop a love of physical activity and embrace healthy lifestyles. We will cultivate children to have a deep mastery of the fundamental skills of sport, providing them with the ability to apply these transferable attributes across a range of sports as their lives progress.</p>
	<p>Community: Through the power of physical activity, we will cultivate children who understand the position of sport within a local, national and global context. Through sport, children will feel like they belong and will have the opportunity to represent themselves and their communities through local and national events. We will use our physical education programme and extra-curricular offers to provide every child with the opportunity to succeed, the opportunity to become part of a bigger community and the opportunity to experience and understand how sport brings people together.</p>

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Willingham's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for PE:

Core Concepts in Physical Education			
Stability and locomotion Small steps - Dance, Gymnastics, Athletics (part of athletics is also considered object control (javelin etc)).	Object Control Small steps - Invasion games, Net and Wall, Strike and Field	Fitness/Healthy Lifestyles Small steps – upper body, lower body, cardiovascular endurance and speed/agility	Outdoor Adventurous Activity Small steps - Orienteering, map work, problem solving.

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Lesson Delivery Structure for PE:

- Warm up/Do Now: (10 minutes) - review previous learning with 3 x skills based tasks.
- Introduce new skill: (5 minutes) – High quality teacher modelling
- Apply new skill: (15 minutes) - children apply newly learnt skill in a different context and combine with skills learnt in rest of unit.
- Plenary: (5 minutes) - review key teaching points of current skill

Subject Delivery

Lesson Timings	Type of delivery
PE is taught twice a week for an hour per lesson. In addition to this, there is a focus in outdoor activity in the community theme.	The PE lessons are predominantly discrete, although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.

Annual Organisation per year group

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Fitness and Healthy Lifestyles Object Control – Foundations 1	Fitness and Healthy Lifestyles Object Control – Foundations 2	Fitness and Healthy Lifestyles Object Control – Strike and Field (Cricket)	Fitness and Healthy Lifestyles Object Control – Invasion Games (Football)	Fitness and Healthy Lifestyles Swimming + Object Control – Invasion Games (Rugby)	Fitness and Healthy Lifestyles Object Control – Invasion Games (Basketball)
Autumn 2	Stability and Locomotion – Foundations 1 Object Control – Invasion Games 1	Stability and Locomotion – Foundations 2 Object Control – Net and Wall 2	Stability and Locomotion – Through Gymnastics Object Control – Net and Wall (Tennis)	Object Control – Net and Wall (Badminton) Stability and Locomotion – Through Gymnastics	Object Control – Net and Wall (Tennis) Swimming + Object Control Invasion Games (Rugby)	- Invasion Games – Foundations 6 (Tactical Application) Object Control – Foundations 6 (Skills reinforcement)

Spring 1	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles
	Stability and Locomotion – Through Gymnastics	Stability and Locomotion – Through Gymnastics	Object Control – Invasion Games (Netball)	Swimming + Object Control – Foundations 4 (Tactical Application)	Invasion Games Foundations 5 (Tactical Application)	Stability and Locomotion – Through Gymnastics
Spring 2	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities	Outdoor and Adventurous Activities
	Object Control – Strike and Field 1	Object Control – Invasion Games 2	Locomotion and Object Control – Through Athletics	Swimming + Invasion Games – Foundations 4 (Tactical application)	Stability and Locomotion – Through Gymnastics	Object Control – Net and Wall (Badminton)
Summer 1	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles	Fitness and Healthy Lifestyles
	Stability and Locomotion – Through Athletics	Object Control – Through Athletics	Swimming + Object Control – Foundations 3 Tactical Application)	Object Control – Strike and Field (Rounders)	Object Control – Strike and Field (Cricket)	Object Control – Strike and Field (Rounders)
Summer 2	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance	Stability and Locomotion – Through Dance
	Object Control – Net and Wall 1	Object Control – Strike and Field	Swimming + Invasion Games – Foundations 3 (Tactical Application)	Locomotion and Object Control – Through Athletics	Locomotion and Object Control – Through Athletics	Locomotion and Object Control – Through Athletics

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for PE in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through **end of unit assessment quizzes** and Student Portfolios in Showbie.

PE Specific Impact Measures

Physical education cannot be assessed on a sport by sport basis. Children all have different skills and abilities and our understanding of the impact of our curriculum needs to reflect this. Children will be assessed half termly by the adults delivering the unit against a rigorous criterion which covers elements of every core concept being delivered.

Children's physical competency will form a key part of their journey from year group to year group, ensuring that all children's physical ability is recorded and shared with staff from year to year. Through this, we will have the ability to meet the needs of all children, identifying both children who need additional support and children with the ability to take their physical competency further.

Children also self-record their achievements during fitness sessions to track their fitness over time and to develop understanding that skills have to be practiced to improve.

The statutory reporting requirements for swimming will be delivered during the Autumn term of Year 6, following children swimming once per term throughout KS2.

Progression Points against the Core Concepts

Core Concepts	Progression Point 1 (Year 1)	Progression Point 2 (Year 2)	Progression Point 3 (Year 3)
Fitness and Healthy Lifestyles	<p>Pupils can:</p> <ul style="list-style-type: none"> Explain the term cardiovascular endurance Explain how the body feels after exercising Explain the term heart rate Explain the term upper body fitness Name the upper body arm muscles (biceps and triceps) Explain the term lower body fitness Name the lower body leg muscles (quadriceps, hamstrings, calve) 	<p>Pupils can:</p> <ul style="list-style-type: none"> Explain the term cardiovascular endurance Explain how to improve cardiovascular endurance Explain why we need to recover after exercise Explain the different between resting and active heart rate Complete fitness activities safely Explain the term upper body fitness Name and locate the upper body arm muscles (biceps and triceps) Explain the term lower body fitness Name and locate the lower body leg muscles (quadriceps, hamstrings, calve) Define the terms speed and agility Set fitness targets based on their own performance 	<p>Pupils can:</p> <ul style="list-style-type: none"> Design fitness activities which meet the objectives of different areas of physical activity Articulate the importance of being physically healthy Understand the term recovery rate and the role oxygen plays in this Explain how muscles work together using the terms contraction and relaxation
Object Control	<p>Pupils can:</p> <ul style="list-style-type: none"> Keep control of a ball by using their hands and feet Roll a ball accurately Pass a ball accurately with their feet Pass a ball accurately with their hands Throw an object with power Throw an object with accuracy Catch a ball that is thrown to them Dodge and weave to avoid an opponent Stop a ball that is travelling towards them Balance a ball on a racket Bounce a ball up and down off a racket 	<p>Pupils can:</p> <ul style="list-style-type: none"> Perform a chest pass Perform a bounce pass Pass a ball along the ground to a partner Throw the ball overarm with power and accuracy Throw the ball underarm with power and accuracy Catch a ball that is thrown to them down low Catch a ball that is thrown to them up high Use equipment to manipulate a ball across the ground Hit a ball with a cricket bat Hit a ball with a tennis racket Volley a ball with a tennis racket Hit a shuttle cock with a badminton racket Stop a ball that is rolling towards them Dodge and weave to avoid an opponent 	<p>Pupils can:</p> <ul style="list-style-type: none"> Perform high and low catches with balls of different sizes Throw a ball with power and accuracy, both over and underarm. Bowl a cricket ball with an overarm cricket technique Use the long barrier technique to stop a ball Use a cricket bat to strike a ball with power Use a cricket bat to strike a ball with precision Bounce a ball up and down off a racket Hit a tennis forehand Hit a tennis backhand Perform a bounce pass, overhead pass and a chest pass Pivot on one foot to change direction Shoot a netball with accuracy Throw a discuss, javelin and a shotput with the correct techniques Can apply attacking and defensive tactical principles to the sport of netball
Stability and Locomotion	<p>Pupils can:</p> <ul style="list-style-type: none"> Hold an individual balance for 5 seconds Move with speed from one location to another Perform a jump (2 legs to 2 legs) Perform a hop (1 leg to 1 leg) Hold a paired balance for 5 seconds Change direction quickly Respond appropriately with their movements to music Follow a simple dance routine 	<p>Pupils can:</p> <ul style="list-style-type: none"> Hold an individual balance for 5 seconds Move between balances fluently Move with speed from one location to another Perform a jump (2 legs to 2 legs) Perform a hop (1 leg to 1 leg) Hold a paired balance for 5 seconds Change direction quickly Jump vertically from a standing start Jump horizontally from a standing start Jump over objects whilst travelling Perform different rolls safely (e.g., teddy bear roll, pencil roll, forward roll) Explain the terms fluency and control Respond appropriately with their movements to music Follow a simple dance routine 	<p>Pupils can:</p> <ul style="list-style-type: none"> Hold a variety of individual balances for 5 seconds or more, including different points of contact Hold a variety of paired balances for 5 seconds or more, including different points of contact Move between balances fluently Perform both hops (1 leg to 1 leg) and jumps (2 legs to 2 legs) Perform a variety of different rolls safely Explain the terms fluency, control and tension Use equipment safely within movements Change direction quickly Jump vertically and horizontally from a standing start Jump over objects while travelling Respond creatively with their movements to music Follow a simple dance routine Suggest ideas for dance moves that suit the style of dance being delivered

Outdoor and Adventurous Activities	Pupils can: <ul style="list-style-type: none"> ▪ Solve simple problems ▪ Work sensibly within a team to solve problems ▪ Find a control point on an orienteering map • 	Pupils can: <ul style="list-style-type: none"> ▪ Solve simple problems ▪ Work sensibly within a team to solve problems ▪ Locate themselves on a map of the school ▪ Find a control point on an orienteering map ▪ Describe how to solve different orienteering tasks 	Pupils can: <ul style="list-style-type: none"> ▪ Solve more complex problems ▪ Identify their role within a group activity ▪ Locate themselves on a map of the school ▪ Find a control point on an orienteering map ▪ Describe how to solve different orienteering tasks ▪ Move around different areas of the school using a map to guide them
Swimming (KS2 only)	N/A	N/A	Pupils can: <ul style="list-style-type: none"> • Enter and exit the pool safely • Travel 10m through the water safely without putting the feet on the floor • Explain what to do if they get into difficulty within the water

Core Concepts	Progression Point 4 (Year 4)	Progression Point 5 (Year 5)	Progression Point 6 (Year 6)
Fitness and Healthy Lifestyles	Pupils can: <ul style="list-style-type: none"> ▪ Explain the term cardiovascular endurance ▪ Explain the effects of exercise on the body ▪ Explain the terms heart rate and resting heart rate ▪ Explain the term oxygen deficit ▪ Explain the term muscular endurance ▪ Evaluate their own performance ▪ Explain the terms speed, agility and intensity ▪ Name and locate the: biceps, triceps core and pectoral muscles. ▪ Design multiple fitness activities which meet the objectives of different areas of physical activity 	Pupils can: <ul style="list-style-type: none"> ▪ Explain the term cardiovascular endurance ▪ Explain that muscles hurt during exercise because of lactic acid ▪ Explain the terms heart rate and resting heart rate ▪ Explain the term oxygen deficit ▪ Explain the term muscular endurance ▪ Design and combine multiple fitness activities together to create a programme of activities to meet each area of physical activity ▪ Name and locate the: biceps, core, pectoral muscles and deltoids. ▪ Explain the term resistance ▪ Explain the terms speed, agility, intensity and acceleration 	Pupils can: <ul style="list-style-type: none"> ▪ Explain the term cardiovascular endurance ▪ Explain that muscles hurt during exercise because of lactic acid ▪ Explain the terms heart rate and resting heart rate ▪ Explain the term oxygen deficit ▪ Explain the term muscular endurance ▪ Independently design and combine multiple fitness activities together to create a programme of activities to meet each area of physical activity ▪ Name and locate the: biceps, core, pectoral muscles and deltoids. ▪ Explain the term resistance ▪ Explain the terms speed, agility, intensity and acceleration
Object Control	Pupils can: <ul style="list-style-type: none"> ▪ Dribble a football in different contexts, keeping the ball consistently under control ▪ Pass a football to a teammate ▪ Shoot a football with accuracy and power ▪ Tackle an opponent within football (either standing or sliding) ▪ Apply attacking and defensive principles to the game of football ▪ Bounce a ball up and down off a racket ▪ Hit a standard (forehand or backhand) badminton shot over a net ▪ Hit a badminton lob and smash shots ▪ Take part in a rally ▪ Catch a ball both low and high ▪ Use the long barrier to stop a ball rolling along the ground ▪ Throw a ball accurately at a target using either an underarm or overarm throw ▪ Hit a ball with a rounders bat ▪ Apply the rules of rounders in a competitive scenario ▪ Throw a shot putt, discus and javelin all with the correct technique 	Pupils can: <ul style="list-style-type: none"> ▪ Pass a rugby ball from a static starting point ▪ Create space and avoid defenders by using quick footwork ▪ Children can stop attackers from advancing and can successfully defend ▪ Pass a rugby ball while on the move ▪ Bounce a ball up and down off a racket ▪ Hit a tennis forehand both groundstroke and volley ▪ Hit a tennis backhand both groundstroke and volley ▪ Hit an underarm or overarm serve ▪ Apply attacking and defensive principles to the sport of rugby ▪ Throw a ball accurately both overarm and underarm ▪ Perform a high and a low catch ▪ Bowl a ball with an overarm cricket technique ▪ Stop a ball from rolling along the ground using a long barrier ▪ Strike a ball with power, using a cricket bat ▪ Strike a ball with precision, using a cricket bat ▪ Throw a shot putt, discus and javelin all with the correct technique 	Pupils can: <ul style="list-style-type: none"> ▪ Bounce a ball up and down with their hands whilst staying static ▪ Bounce a ball up and down whilst on the move ▪ Pass a basketball using chest passes and bounce passes ▪ Weave in and out whilst dribbling the basketball ▪ Shoot a basketball into a target ▪ Use quick footwork to create space and avoid defenders ▪ Intercept a pass intended for an opponent ▪ Apply attacking and defensive principles to the game of basketball ▪ Pass a ball to a teammate in different sporting contexts ▪ Dribble a football ▪ Manipulate an object with a racket ▪ Cleanly strike an object with a racket or bat ▪ Complete high and low catches ▪ Throw an object with accuracy and power ▪ Hit a shuttlecock using forehand and backhand techniques ▪ Hit a lob and a smash shot within badminton ▪ Throw a shot putt, discus and javelin all with the correct technique •

Stability and Locomotion	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Explain and show what a balance is ▪ Hold an independent balance for 5 seconds ▪ Hold a partner balance for 5 seconds ▪ Explain the term points of contact ▪ Explain and show what a counterbalance is ▪ Hop (1 leg to 1 leg) and jump (2 legs to 2 legs) with control ▪ Complete a variety of different rolls (e.g. teddy bear, pencil, forward). ▪ Safely move and use different pieces of equipment ▪ Jump horizontally (long jump), vertically (vertical jump) and over objects (hurdles) ▪ Follow a simple dance routine ▪ Suggest ideas for improving a dance performance ▪ Explain and understand dance terminology specific to the style being delivered 	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Explain and show what a balance is ▪ Hold an independent balance for 5 seconds ▪ Hold a partner balance for 5 seconds ▪ Explain the term points of contact ▪ Explain and show what a counterbalance is ▪ Fluently link a selection of balances together ▪ Effective use their arms to propel their bodies forward when jumping/hopping ▪ Complete a variety of different rolls (e.g. teddy bear, pencil, forward). ▪ Link balances, rolls and different ways of travelling fluently together. ▪ Explain and apply the term unison to a gymnastics sequence ▪ Safely move and use different pieces of equipment ▪ Jump horizontally (long jump), vertically (vertical jump) and over objects (hurdles) ▪ Follow a simple dance routine ▪ Keep within the beat of the music when completing a dance ▪ Suggest ideas for improving a dance performance ▪ Explain and understand dance terminology specific to the style being delivered 	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Explain and show what a balance is ▪ Hold an independent balance for 5 seconds ▪ Hold a partner balance for 5 seconds ▪ Explain the term points of contact ▪ Explain and show what a counterbalance is ▪ Fluently link a selection of balances together ▪ Effective use their arms to propel their bodies forward when jumping/hopping ▪ Complete a variety of different rolls (e.g. teddy bear, pencil, forward). ▪ Link balances, rolls and different ways of travelling fluently together. ▪ Explain and apply the term unison and canon to a gymnastics or dance sequence ▪ Safely move and use different pieces of equipment ▪ Jump horizontally (long jump), vertically (vertical jump) and over objects (hurdles) ▪ Create a simple dance routine ▪ Keep within the beat of the music when completing a dance ▪ Suggest ideas for improving a dance performance ▪ Explain and understand dance terminology specific to the style being delivered
Outdoor and Adventurous Activities	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Solve complex, multi-step problems ▪ Identify their role within a group activity ▪ Find multiple control points on an orienteering map ▪ Describe how to solve different orienteering tasks ▪ Move around different areas of the school using a map to guide them ▪ Use simple grid reference instructions to locate specific places on a map 	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Solve complex, multi-step problems ▪ Select the best roles for different people in their group based on individual strengths and weaknesses ▪ Find multiple control points on an orienteering map ▪ Describe how to solve different orienteering tasks ▪ Move around different areas of the school using a map to guide them ▪ Use simple grid reference instructions to locate specific places on a map 	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Work systematically to solve complex, multi-step problems. ▪ When experience failure, work logically and systematically to identify and solve the problem. ▪ Find multiple control points on an orienteering map. ▪ Establish the most efficient way of completing an orienteering task (e.g. selects a logical order of control points to visit as opposed to completing in the order they are given to them). ▪ Select the best roles for different people in their group based on individual strengths and weaknesses ▪ Describe how to solve different orienteering tasks ▪ Move around different areas of the school using a map to guide them ▪ Use simple grid reference instructions to locate specific places on a map
Swimming (KS2 only)	<p>Pupils can:</p> <ul style="list-style-type: none"> • Enter and exit the pool safely • Travel 10m through the water safely without putting the feet on the floor. • Show 1 or more recognised swimming stroke over a distance of 10m without stopping. • Explain and show what to do if they get into difficulty in the water. 	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Perform safe self-rescue in different water-based situations. ▪ Swim competently, confidently and proficiently over a distance of at least 25 metres <p>Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke)</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> ▪ Perform safe self-rescue in different water-based situations. ▪ Swim competently, confidently and proficiently over a distance of at least 25 metres <p>Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke)</p>