



Sequence of Learning – PE

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill (Endowed) Primary School, we are committed to enriching our pupil's wider experience in PE by delivering a varied and diverse curriculum. Pupils are exposed to a variety of traditional and non-traditional sports both in PE lessons and as part of our lunch time and extra-curricular clubs. We develop many skills such as problem solving and tactical awareness and understanding which covers the 'head' section. We include teamwork, leadership, sportsmanship and empathy as part of the 'heart' section and lastly, we provide a strong development of fine and gross motor fundamental skills in EYFS and KS1 which we then build upon in KS2 to ensure students have well established physical skills which can be linked to the 'hand' section.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
<u>Intent</u> • That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum. • A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills • A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally • Children how to learn skills and knowledge and apply it.	<u>Intent</u> • That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum. • A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills. • A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally. • Children how to learn skills and knowledge and apply it. • Delivery through the Principles of Assessment for Learning. • Children experiences of traditional and 'new' sports.	<u>Intent</u> That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum. • A willingness of staff to adapt plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills. • A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally. • Children how to learn skills and knowledge and apply it. • Delivery through the Principles of Assessment for Learning. • Children experiences of traditional and 'new' sports. • Careful monitoring of the progress of individuals, groups, classes and year groups <u>Implementation</u>

• Delivery through the Principles of Assessment for Learning. • Children experiences of traditional and ‘new’ sports. • Careful monitoring of the progress of individuals, groups, classes and year groups. <u>Implementation</u> • All children receive 2 hours of high quality Physical Education each week regardless of the weather or other external factors. • A commitment that all children are active. Coaching roles are included within the lesson to ensure all students have a role to play and learning continues to develop if PE kit is forgotten. • Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP. • That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring. • A range of teaching styles and strategies to deliver the curriculum • Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours. <u>Impact</u> • Children’s progress in different domains of learning • Children learn how to improve. Specific targets to be set and measured • How to improve. Support and challenge to be provided for learners. • That all children’s achievements are valued.	• Careful monitoring of the progress of individuals, groups, classes and year groups. <u>Implementation</u> All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors. • A commitment that all children are active. Coaching roles are included within the lesson to ensure all students have a role to play and learning continues to develop if PE kit is forgotten. • Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP. • That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring. • A range of teaching styles and strategies to deliver the curriculum. • Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours. <u>Impact</u> • Children’s progress in different domains of learning • Children learn how to improve. Specific targets to be set and measured • How to improve. Support and challenge to be provided for learners. • That all children’s achievements are valued.	All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors. • A commitment that all children are active. Coaching roles are included within the lesson to ensure all students have a role to play and learning continues to develop if PE kit is forgotten. • Inclusivity by putting support for children with SEND in line with other subjects and differentiating using STEP. • That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring. • A range of teaching styles and strategies to deliver the curriculum. • Children different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours. <u>Impact</u> • Children learn how to improve. Specific targets to be set and measured • How to improve. Support and challenge to be provided for learners. • That all children’s achievements are valued.
--	---	--

Learning Journey – PE

Learning for the Head, Heart and Hand



	Term 1	Term 2	Term 3	Term 4`	Term 5	Term 6
Reception	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Ball Skills	Gymnastics: Unit 2	Fundamentals: Unit 2	Ball Skills: Unit 2
		Dance	Gymnastics: Unit 1	Fundamentals: Unit 1	Games: Unit 1	Games: Unit 2
Year 1	Fundamentals	Team Building	Ball Skills	Gymnastics	Athletics	Net and Wall Games
	Yoga	Sending and Receiving	Dance	Invasion Games	Target Games	Striking and Fielding
Year 2	Team Building	Ball Skills	Fitness	Invasion Games	Athletics	Striking and Fielding
	Fundamentals	Yoga	Dance	Gymnastics	Net and Wall Games	Target Games
			Sending and receiving			
Year 3	Fundamentals	Ball Skills	Swimming	Swimming (4 weeks)	Dance	Tennis
	Yoga	OAA	Basketball	Gymnastics	Athletics	Cricket
				Dodgeball		
Year 4	Hockey	Netball	OAA	Rugby	Athletics	Tennis
	Dance	Fitness	Dodgeball	Gymnastics	Cricket	Rounders
Year 5	Football	OAA	Gymnastics	Dodgeball	Athletics	Rounders

	Dance	Yoga	Basketball	Fitness	Rugby	Volleyball
Year 6	Hockey	Netball	Gymnastics	OAA	Athletics	Rounders
	Badminton	Fitness	Handball	Rugby	Cricket	Tennis
		Dance				Dance