

Who are we?

At Lace Hill, our PE lessons are taught by specialist sports coaches from Sports 4 All. Physical Education knowledge and skills are progressively taught through our topics, which are expertly designed to engage our children in learning that is relevant to them. The children take their PE lessons either outside on the field, our multi-use games area or the school hall. We are well-resourced: we have an excellent range of equipment to support the teaching of PE.

Parents are supportive of our PE curriculum and are keen for their children to participate in inter and intra-school competitions. We offer the opportunity for children to participate in sports festivals where they compete in a range of sports against other schools. We hold whole school sports events such as sports day.

What do we need to know? Why?

Our children need to understand that learning physical education knowledge and skills helps them develop a sense of identity and belonging through teamwork and building self-confidence. Our children need to be inspired to succeed and excel in competitive sport and other physically demanding activities so that they become confident, aspirational young people. Our PE curriculum provides opportunities to children to become physically confident in a way which supports their health and fitness. We also embed important values such as fairness and respect which fit in with our values and school ethos.

Through our high quality, physical education curriculum, our children need to be faced with challenge. They need to learn to develop resilience. We want our children to be respectful, motivated and lead physically active lives.

What do we need to experience? Why?

Pupils should experience the teaching of movement skills so that they become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will experience competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

When a child leaves our school they will...

- Be a confident person
- Be an independent thinker and self-starter
- Empathise with others
- Have an inquisitive mind
- Take risks with their learning
- Bounce back and move forward when faced with a challenge
- Be proactive and innovative
- Have a sense of belonging

I am a Lace Hill sportsperson because...

- I can be creative: respond to stimulus, adapt my strategies and develop ideas
- I can be healthy: demonstrate strength, speed, stamina and flexibility; understand what a healthy lifestyle is; and explain why I am best suited to an activity
- I can be personal: I am motivated to improve, perform under pressure, suggest how people can improve and increase my confidence
- I can be physical: excellent knowledge of advanced techniques, select them appropriately and show control
- I can be social: take a leading role, help others and show organisation
- I can think critically: make well informed decisions, set targets and reflect on my performances

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Knowledge

Examples of declarative:

Movement, rules, tactics, strategies, health and participation.

Fundamental Movement

Balance

Locomotor

- Running, jumping, hopping

Ball skills

- Catching, throwing, striking, kicking

How we demonstrate procedural knowledge:

begins as declarative knowledge and is developed through application such as:

- Practice situations
- Structured games
- Modified games
- Demonstrations
- Participation

Form of knowledge

Example

Declarative

(Knowing what)

Understanding a set of tactics

Procedural

(Knowing how)

Using those tactics in a game

Conditional

(Knowing when and why)

Using the tactics at the right time to gain an advantage.

Domains of PE

Games

Dance

Gymnastics

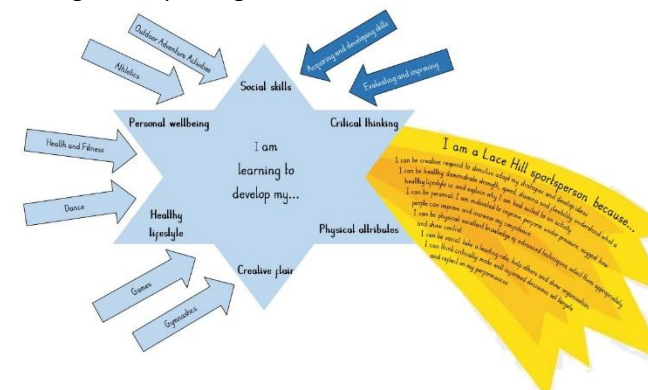
Athletics

Health and Fitness

Outdoor adventure activities

Acquiring and developing skills

Evaluating and improving



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Progression of skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught throughout lessons						
Acquiring and developing skills						
Nursery Begin to take turns with others Follow instructions with support Reception Repeat actions and skills Begin to negotiate space safely	Copy actions Repeat actions and skills Move with control and care	Copy and remember actions Repeat and explore actions with control and coordination	Select and use the most appropriate skills, actions or ideas Move and use actions with coordination and control	Select and use the most appropriate skills, actions or ideas Move and use actions with co-ordination and control Make up their own small-sided game	Link skills, techniques and ideas and apply them accurately and appropriately Show good control in their movements	Apply their skills, techniques and ideas consistently Show precision, control and fluency
Evaluating and improving						
Reception Comment on others performances Comment on their own performance	Talk about what they have done Describe what other people did	Talk about what is different between what they did and what someone else did Say how they could improve	Explain how their work is similar and different from that of others With help, recognise how performances could be improved	Explain how their work is similar and different from that of others Use their comparison to improve their work	Compare and comment on skills, techniques and ideas that they and others have used Use their observations to improve their work	Analyse and explain why they have used specific skills or techniques Modify use of skills or techniques to improve their work Create their own success criteria for evaluating
Taught explicitly						
Health and Fitness						
N/A	Describe how their body feels before, during and after an activity	Show how to exercise safely Describe how their body feels during different activities Explain what their body needs to keep healthy	Explain why it is important to warm-up and cool-down Identify some muscle groups used in gymnastic activities	Explain why warming up is important Explain why keeping fit is good for their health	Explain some important safety principles when preparing for exercise Explain what effect exercise has on their body Explain why exercise is important	Explain how the body reacts to different kinds of exercise Choose appropriate warm ups and cool downs Explain why we need regular and safe exercise

Dance

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Nursery Begin to follow instructions and actions Explore movements Reception Begin to remember basic sequences and patterns Develop strength, balance and control with increasing control Move around the space safely	Move to music Copy dance moves Perform some dance moves Make up a short dance Move around the space safely	Dance imaginatively Change rhythm, speed, level and direction Dance with control and coordination Make a sequence by linking sections together Link some movements to show a mood or feeling	Attempt to perform with a sense of dynamics Competently include props and other ideas in their dance Attempt short pieces of improvised dance responding to the structure/theme of the dance Share and create short dance phrases with a partner and in small groups Express moods and feelings throughout the dance piece	Take the lead when working with a partner or group Use dance to communicate an idea Work on their movements and refine them Dance is clear and fluent	Compose their own dances in a creative and imaginative way Perform to an accompaniment, expressively and sensitively Movements are controlled Dance shows clarity, fluency, accuracy and consistency	Develop imaginative dances in a specific style Choose their own music, style and dance
Games						
Nursery Take turns with others Move and stop safely Play cooperatively Reception Develop balance and coordination whilst playing games Play ball games with support Use ball skills with developing competence	Throw underarm Roll a piece of equipment Hit a ball with a bat Move and stop safely Catch with both hands Throw in different ways Kick in different ways	Use hitting, kicking and/or rolling in a game Stay in a 'zone' during a game Decide where the best place to be is during a game Use one tactic in a game Follow rules	Catch with one hand Throw and catch accurately Hit a ball accurately and with control Keep possession of the ball Move to find a space when they are not in possession during a gam Vary tactics and adapt skills according to what is happening	Catch with one hand Throw and catch accurately Hit a ball accurately and with control Keep possession of the ball Move to find a space when they are not in possession during a gam Vary tactics and adapt skills according to what is happening	Gain possession by working as a team Pass in different ways Use forehand and backhand with a racquet Field Choose the best tactics for attacking and defending Use a number of techniques to pass, dribble and shoot	Explain complicated rules Make a team plan and communicate it to others Lead others in a game situation

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Develop throwing						
Gymnastics						
Nursery Copy sequences and repeat them	Make their body tense, relaxed, curled and stretched	Plan and show a sequence of Movements	Work in a controlled way	Work in a controlled way	Make complex or extended sequences	Combine their own work with that of others
Travel in different ways	Control their body when travelling	Use contrast in their sequences	Include change of speed	Include change of speed	Combine action, balance and shape	Link their sequences to specific timings
Reception Confidently and safely use some apparatus	Control their body when balancing	Movements are controlled	Include change of direction	Include change of direction	Perform consistently to different audiences	
Follow instructions and copy actions	Copy sequences and repeat them	Think of more than one way to create a sequence which follows a set of 'rules'	Include range of shapes	Include range of shapes	Movements are accurate, clear and consistent	
Understand basic balances	Roll in different ways		Follow a set of 'rules' to produce a sequence	Follow a set of 'rules' to produce a sequence		
Begin to understand changing level	Travel in different ways	Work on their own and with a partner to create a sequence	Work with a partner to create, repeat and improve a sequence with at least three phases	Work with a partner to create, repeat and improve a sequence with at least three phases		
	Balance in different ways					
	Climb safely					
	Stretch in different ways					
	Curl in different ways					
Athletics						
N/A			Run over a long distance	Run over a long distance	Controlled when taking off and landing in a jump	Demonstrate stamina
			Spring over a short distance	Spring over a short distance	Throw with accuracy	Use their skills in different situations
			Throw in different ways	Throw in different ways	Combine running and jumping	
			Hit a target	Hit a target	Follow specific rules	
			Jump in different ways	Jump in different ways		
Outdoor adventurous activities						
			Follow a map in a more	Follow a map in a more	Follow a map in an	Plan a route and series of

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N/A	<p>demanding familiar context</p> <p>Move from one location to another following a map</p> <p>Use clues to follow a route</p> <p>Follow a route accurately, safely and within a time limit</p>	<p>demanding familiar context</p> <p>Move from one location to another following a map?</p> <p>Use clues to follow a route</p> <p>Follow a route accurately, safely and within a time limit</p>	<p>unknown location</p> <p>Use clues and compass directions to navigate a route</p> <p>Change their route if there is a problem</p> <p>Change their plan if they get new information</p>	<p>clues for someone else</p> <p>Plan with others taking account of safety and danger</p>
<u>Swimming</u>				
N/A		<p>Put face in water and blow bubbles</p> <p>Fully submerge under water</p> <p>To swim 10 metres across the pool without support</p> <p>To develop swimming strokes of back stroke and a front stroke over the distance of 10 metres</p>	<p>Be able to swim 20 metres across the pool without support</p> <p>To swim 10 metres front crawl and back stroke</p> <p>To dive down below the water surface to pick up an item</p>	N/A