



P.E. Programme of Study

Purpose of Study

Our school curriculum will ensure;

To teach and embed a solid foundation of physical skills that can be transferred through a range of sports and physical activities and show children how to improve in a fun, safe and motivating environment. In correlation to physical and skill development, an emphasis is placed on a holistic approach to P.E, extending the focus to mental, social and emotional well-being. At Ivanhoe we envision all children will develop a passionate and valued attitude towards sport and physical activity and this will be nurtured and endorsed through stimulating and engaging activities across the whole school curriculum. It is intended that all learners, irrespective of their innate and physical ability, will enjoy success and love being active. Children will have opportunities to reflect on their own personal development to become the best that they individually can be, and will be provided with opportunities to take pride in and celebrate their achievements. There will be a strong focus on the promotion of the health benefits related to physical activity and we will endeavour for our pupils to develop a healthy approach towards sport and physical activity, which will lead to them fostering a physical wellbeing and a healthy lifestyle in order to establish long lasting lifestyle messages.

The national curriculum states that;

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

Our school curriculum will ensure;

- ✓ that children will have a real zest and enthusiastic approach towards sport and physical activity
- ✓ an increase in pupils' participation in and enjoyment of physical activity within and outside the curriculum
- ✓ that children will be encouraged to adopt physical activity as a natural factor of life
- ✓ children will be provided with a selection of sporting and physical activity experiences which they may not otherwise get the opportunity to do
- ✓ children are introduced to a wide variety of sports and the teaching of physical skills, tactics and emotional and physical well-being will be taught on a progressive basis from Y1 through to Y6
- ✓ that all children are given equal opportunities to compete at an intra and inter school level
- ✓ that children develop an understanding of the effects of exercise on the body, and an appreciation of the value physical activity has in maintaining a healthy lifestyle
- ✓ that children have the chance to reflect on their own personal development both skill-related and personal including, but not limited to, Ivanhoe's learning behaviours: pride, resilience, determination, independence, respect and curiosity
- ✓ that children have the opportunity to take pride and celebrate their accomplishments.

The national curriculum for P.E aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.



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Key Stage 1

Our school curriculum will ensure children are taught:

- ✓ fundamental skills (agility, balance and coordination) through pure excitement, enjoyment and challenge
- ✓ the techniques of running, jumping, throwing and catching through fun and memorable games to ensure that these basic skills are rooted ready to be built upon in KS2
- ✓ perform simple dance movements with a purpose
- ✓ to have an excitement towards competition and have an understanding of what it means to win and lose
- ✓ the importance of teamwork and sportsmanship
- ✓ to be enthusiastic and show self-confidence when presented with a new challenge
- ✓ to cooperate with others and share equipment
- ✓ to begin to see a relationship between skills and a variety of different sports
- ✓ understand simple changes to your body when exercising and some reasons why exercise is important to health and well-being.

The National Curriculum states pupils should be taught:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.



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Dance	
<p>Year 1 <i>Explore and copy basic dance actions/patterns.</i></p> <ul style="list-style-type: none"> ✓ Explore and copy different simple dance steps and include pattern and direction utilising space. ✓ Move to the beat of the music and explore simple dynamics. ✓ Develop different shapes using their body considering movements into and out of. ✓ Movements include: Top rocks, Wave, Helicopter, Isolations- head, shoulders, knees, Knee roll, Frog freeze, Scoop and push, Kick the can, Under the washing line (snake head) 	<p>Year 2 <i>Begin to link simple dance actions/patterns and perform them in a controlled way with teacher/peer support.</i></p> <ul style="list-style-type: none"> ✓ Copy and repeat floor patterns improving the timings of transitions (the time between different positions). ✓ Move in counts of 8 to the beat of the music whilst developing dynamics. ✓ Develop relationships – partner work. ✓ Movements include: Top rocks, Wave, Helicopter, Isolations- head, shoulders, knees, Knee roll, Frog freeze, Scoop and push, Kick the can, Under the washing line (snake head) Top rocks
<p>Vocabulary: beat, dance, fast, slow, pause, high, low, music, rhythm, step, stretch, swing, turn, twist, start, middle, end, copy, repeat.</p>	<p>Vocabulary: beat, dance, fast, slow, pause, high, low, middle, music, rhythm, step, stretch, swing, turn, twist, static, emotion, respond, direction, huddle, group, jumping, phrase, link, independent, pair, freestyle, mirror.</p>
Gymnastics	
<p>Year 1 <i>Further develop balance, agility and coordination through the learning of basic gymnastic actions (travelling, rolling, jumping) incorporated into fun and exciting games.</i></p> <ul style="list-style-type: none"> ✓ Travel in different ways, changing direction and speed. ✓ Hold still shapes and simple balances. - kneeling balances, pike, tuck, star, straight, straddle shapes ✓ Develop some different rolls - teddy bear *curled roll *log roll, *rocking forward roll ✓ Carry out a range of simple jumps, landing safely – Pencil, Tuck, Star Jump. ✓ Move around, under, over, and through different objects and equipment with increasing control. 	<p>Year 2 <i>Continue to develop balance, agility and coordination by exploring gymnastic actions and begin incorporating into simple sequences with increased control.</i></p> <ul style="list-style-type: none"> ✓ Control body whilst travelling at different levels. ✓ Hold a still shape whilst balancing on different points of the body - Balances on apparatus, Balances with a partner ✓ Explore more rolls and develop strength in recovery to standing from out of a roll. *teddy bear roll, *sideways tuck. ✓ Jump in a variety of ways and land with increasing control and balance – Pencil jump, tuck jump, star jump, half turn jump. ✓ Climb onto and jump off the equipment safely.
<p>Vocabulary: balance, control, extension, fast, high, low, straight, jump, link, movement, muscles, relaxation, roll, shape, slow, speed, strength, travel, pencil, star, straddle, pike, stretch, toes, spot, bend, knees.</p>	<p>Vocabulary: balance, body tension, carry, control, extension, fast, high, jump, link, low, movement, muscles, relaxation, roll, shape, slow, speed, strength, timing, travel, turn, sequencing, pencil, star, straddle, pike, stretch, toes, spot, bend, knees, curve, tall.</p>



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Run, Jump, Throw	
<p>Year 1 – Run, Jump, Throw (Unit 1) <i>Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances</i></p> <ul style="list-style-type: none"> ✓ Be able to start and stop when moving at speed. ✓ Be able to use arms when running at different speeds. ✓ Be able to take off on two feet to jump for distance. ✓ Be able to use the correct technique to throw different objects for distance. ✓ Be able to show improvement in throwing. ✓ Be able to take part in a competition using running, jumping and throwing skills. 	<p>Year 2 – Run, Jump, Throw (Unit 2) <i>Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.</i></p> <ul style="list-style-type: none"> ✓ Be able to work individually to run over a longer distance. ✓ Be able to improve strength to increase jumping distance. ✓ Be able to create power when throwing for distance. ✓ Be able to use breathing techniques to be able to run more. ✓ Be able to cooperate with partners to complete a task well. ✓ Be able to listen to others and work as a team to achieve the highest score possible.
<p>Vocabulary: Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.</p>	<p>Vocabulary: Lunges, strength, power, repetition, power, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.</p>
Hit, Catch, Run	
<p>Year 1 – Unit 1 <i>Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</i></p> <ul style="list-style-type: none"> ✓ to select a space to throw or roll a ball into. ✓ to track and collect a rolling ball. ✓ to catch a ball to stop an opponent from scoring. ✓ to use our hands to hit a ball. ✓ to run between bases to score points. ✓ to work as a team to score points 	<p>Year 2 – Unit 1 <i>To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.</i></p> <ul style="list-style-type: none"> ✓ to hit a ball and score points running to cones. ✓ to defend a target by kicking. ✓ to bowl underarm with control. ✓ to hit a ball using different bats and techniques. ✓ to throw accurately to a base. ✓ to hit a ball into space, away from fielders.
<p>Vocabulary: Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.</p>	<p>Vocabulary: Hit, catch, runs, wicket, bats, bowl, feed, throw, catch, underarm, overarm, field, hitter, bowler, umpire, posts, stumps</p>



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Attack, Defend, Shoot

Year 1 – Unit 2

To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.

- ✓ to find our pulse on our wrists.
- ✓ to move side to side to defend a goal.
- ✓ to bounce a ball with control to ourselves.
- ✓ to aim at different targets.
- ✓ to adapt to a game with changing rules.
- ✓ to play in the best defensive position in a game.

Vocabulary: Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.

Year 2 – Unit 1

Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g., dribbling and passing.

- ✓ to kick the ball over long and short distances
- ✓ to stop a ball with control using the foot.
- ✓ to work as a team to keep the ball.
- ✓ to bounce a ball with my partner.
- ✓ to bounce the ball while we are moving (dribbling).
- ✓ to pass the ball forward in a game.

Vocabulary: Aim, attack, compete, control, cooperate, receive, restart, sideline.

Send & Return

Year 1 – Unit 2

Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat the opposition

- ✓ to send the ball over a net to our partner.
- ✓ to track and stop a moving object using both hands.
- ✓ why different muscles are important when playing games.
- ✓ to send balls accurately from different positions, e.g. kneeling or sitting.
- ✓ to spot space in the playing area and hit the ball there.
- ✓ to play a game with a partner.

Vocabulary: Bowl, hit, net, pick up, roll, serve, stop, track, opposition, umpire

Year 2 – Unit 1

Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.

- ✓ to stay on our toes to move quickly to the ball.
- ✓ to identify which hand is dominant in a game.
- ✓ the basic rules of serving to our partner.
- ✓ to develop agility and use it in a game.
- ✓ to use the correct grip to hit a self-fed ball.
- ✓ to use the ready position in a rally.

Vocabulary: Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.



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Health & Well-being

Year 1

- ✓ Describe how the body feels before, during and after exercise.

Year 2

- ✓ Recognise and describe how the body feels during and after different physical activities.
- ✓ Explain what they need to stay healthy.

Performance development

Year 1

- ✓ Put in the effort and stay motivated when challenged.
- ✓ Recognise and implement concepts such as waiting your turn
- ✓ Demonstrate awareness for the need to improve and attempt to improve.
- ✓ Choose appropriate actions for a task.
- ✓ Identify similarities between different physical activities.
- ✓ Value theirs and other's accomplishments.

Year 2

- ✓ Discuss thoughts and feelings about physical challenges.
- ✓ Display sportsmanship when competing against others.
- ✓ Show engagement in tasks.
- ✓ Feel confident to perform on their own.
- ✓ Begin to make tactical decisions.
- ✓ Reflect on their own performances and identify their strongest skill/action



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Key Stage 2

Our school curriculum will ensure children are taught to:

- use a range of techniques, building on prior taught skills and learn new skills that can be used over a broad variety of competitive sport
- develop an understanding of the relationship and transferable opportunities of these skills, techniques and tactics between sports
- develop an understanding of the physical and mental changes, both long and short term, and how this will benefit them in physical activity and specific sports
- understand the benefits of collaborating with others and how that affects team and individual performance
- lead activities and events
- understand the benefits physical activity has on the body and mind
- use dance as a catalyst for learning within a cross curricular framework.

The national curriculum for P.E aims to ensure that all pupils:

Pupils should 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.



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Dance			
<p>Year 3 <i>Link simple dance actions together and perform them in a clear and controlled way to create a short routine, shareable.</i></p> <ul style="list-style-type: none"> ✓ Link simple dance actions (copied & improvised) and show increased fluency between actions. ✓ Perform with some awareness of rhythm counting in beats of 4 or 8, consider slow and fast movements. ✓ Explore working in larger groups 3/4/5's and discover unison and canon as a whole team. ✓ Able to demonstrate contrasting levels in still positions. ✓ Movements include sll previous and kick the can with arms, Side freeze, Moon walk, Worm, Tutting sequence 	<p>Year 4 <i>Use a number of dance actions to compose a short routine that can be performed as a group listening to audience feedback.</i></p> <ul style="list-style-type: none"> ✓ Confidently improvise with a partner or solo to create a short dance routine. ✓ Demonstrate good rhythm and counting in beats of 4 or 8 whilst developing changes of tempo. ✓ Continue to develop relationships (previously taught) – action and reaction. ✓ Demonstrate counterbalances and control when sequencing actions into a dance. ✓ Movements include sll previous and kick the can with arms, Side freeze, Moon walk, Worm, Tutting sequence 	<p>Year 5 <i>Apply basic compositional ideas to create choreography and perform to a routine.</i></p> <ul style="list-style-type: none"> ✓ Compose individual, partner and group dances that reflect the chosen dance style. ✓ Ensure actions fit the rhythm/beat of the music consider musical phrasing within routine. ✓ Demonstrate relationships (previously taught) – contact work. ✓ Perform showing basic phrasing and efficiency (no wasted energy when body moves – the body constantly moves in correlation to the music). ✓ Movements include sll previous and kick the can with arms, Side freeze, Moon walk, Worm, Tutting sequence 	<p>Year 6 <i>Apply a range of different compositional ideas to improve choreography and perform a routine.</i></p> <ul style="list-style-type: none"> ✓ Compose individual, partner and group dances that reflect the chosen dance style for various genres of music. ✓ Move rhythmically and accurately in dance sequences. Improvise with confidence, still demonstrating fluency across their sequence. ✓ Perform a dance using a range of relationships previously taught. ✓ Perform showing controlled phrasing and efficiency (no wasted energy when body moves). ✓ Demonstrate strong and controlled movements throughout a dance sequence. ✓ Explore lifts with partners, safely. ✓ Movements include sll previous and kick the can with arms, Side freeze, Moon walk, Worm, Tutting sequence
<p>Vocabulary: rhythm, step, beat, stretch, levels, direction, huddle, group, slow, fast, soft, sharp, twisty, musicality, facial expression, contrast, improvisation, rehearse director, dynamics, unison, canon, solo, duo, team, phrases.</p>	<p>Vocabulary: levels, musicality, facial expression, improvisation, tempo, rehearse director, dynamics, unison, canon, solo, duo, phrases, choreography, formation, action, reaction, counter-balance, floor pattern.</p>	<p>Vocabulary: levels, musicality, facial expression, phrasing, improvisation, rehearse director, dynamics, unison, canon, solo, duo, phrases, choreography, formation, action, reaction, counter-balance, floor pattern, contact, gesture.</p>	<p>Vocabulary: levels, musicality, facial expression, improvisation, rehearse director, dynamics, unison, canon, solo, duo, phrases, choreography, formation, action, reaction, counter-balance, floor pattern, contact, gesture, composition, lift, hold, eye line, instrumentation.</p>



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Gymnastics			
<p>Year 3 <i>Select and link actions to create a basic gymnastic sequence, incorporating apparatus and the floor including some symmetry.</i></p> <ul style="list-style-type: none"> ✓ Travel in creative ways, including turns, and move with coordination, control and care. ✓ Create interesting body shapes while holding balances with control and confidence. <ul style="list-style-type: none"> ○ *Front and back planks ✓ Perform a forward roll from crouch isolated aswell as from standing. ✓ Explore *roll to candlestick. ✓ Use a range of jumps in their sequences. <ul style="list-style-type: none"> ○ *Star jump ○ *Straddle jump ○ *Pike jump ○ *Banana Jump ○ *Broad Jump ✓ Explore jumps 2to1 1to2 2to2 1to1. ✓ Begin to use the vault. 	<p>Year 4 <i>Select and link actions to create a basic gymnastic sequence, incorporating apparatus and the floor with increased control and fluency.</i></p> <ul style="list-style-type: none"> ✓ Travel in different ways, including using flight. ✓ Carry out balances, recognising the position of their centre of gravity and how this affects the balance. <ul style="list-style-type: none"> *1, 2, 3 and 4- point balances ✓ Perform a backwards roll in isolation. ✓ Develop technique and control for forward rolls and roll to candlestick. ✓ Explore jumps in unison and canon, demonstrate good technique on land of all jumps. ✓ Use equipment to vault in a variety of ways. 	<p>Year 5 <i>Create and perform a sequence showing a good level of skill and imagination in individual and group pieces.</i></p> <ul style="list-style-type: none"> ✓ Accelerate and decelerate whilst travelling and move with clarity, fluency and expression. ✓ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. <ul style="list-style-type: none"> *Part body weight partner balances. ✓ Perform a forwards/backwards roll to and from a balanced shape position and standing position. ✓ Develop jump exploration with continued technique progression both for set off and land and correct placement whilst in the air. Explore jumps on to and off equipment. Include *full turn jump ✓ Confidently use equipment to vault in a variety of ways. 	<p>Year 6 <i>Create and perform their own complex sequences involving the full range of actions and movements learnt throughout the curriculum and adapt into group formations.</i></p> <ul style="list-style-type: none"> ✓ Demonstrate precise and controlled placement of body parts in their actions and transition from one movement to the next fluently. ✓ Demonstrate precise and controlled placement of body parts in their shapes and balances. <ul style="list-style-type: none"> ○ *Group formations ✓ Demonstrate good technique and control with forwards/backwards rolls and look to include them with linking steps for routine development. ✓ Demonstrate good technique with all jumps including those on and off vault and with changes of tempo. ✓ Confidently use equipment to vault and incorporate this into sequences.
<p>Vocabulary: fluency, unison, combination, low, roll, stretch, squeeze, tall, candlestick, toes, explosive, power, straddle, pike, tuck, isolation, vault, dynamic, static, plank, 2to1, broad jump, landing.</p>	<p>Vocabulary: fluency, unison, combination, low, half turn, balance, height, land, spot, explosive, power, straddle, pike, tuck, isolation, vault, dynamic, static, tension, extension, engage, core, stabilise, flight, canon.</p>	<p>Vocabulary: fluency, unison, combination, low, full turn, half turn, explosive, power, straddle, pike, tuck, isolation, vault, dynamic, static, tension, extension, engage, core, stabilise, flight, symmetry, asymmetrical, strength, flexibility, aesthetics, balance.</p>	<p>Vocabulary: fluency, unison, combination, low, full turn, half turn, explosive, power, straddle, pike, tuck, isolation, vault, dynamic, static, tension, extension, engage, core, stabilise, flight, symmetry, asymmetrical, strength, flexibility, aesthetics, complex, vault.</p>



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Athletics			
<p>Year 3 <i>Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.</i></p> <ul style="list-style-type: none"> ✓ jumping and hopping sequences. ✓ to run at different speeds. ✓ to approach and jump hurdles. ✓ throw a javelin using the pull-throw technique. ✓ a variety of skipping techniques. ✓ keep score accurately over a range of events. 	<p>Year 4 <i>Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</i></p> <ul style="list-style-type: none"> ✓ to challenge ourselves in running, jumping and throwing tasks ✓ to accelerate over short distances. ✓ to run and jump using one-footed take-off. ✓ to use a sling action to throw a discus. ✓ to run on a curve and exchange a baton in our team ✓ to apply the skills we have developed in a competitive way 	<p>Year 5 <i>Sustain pace over short and longer distances. Run as part of a relay team. Perform a range of jumps and throws.</i></p> <ul style="list-style-type: none"> ✓ to run for speed & distance on our own and as part of a team. ✓ pacing our run over longer distances. ✓ different jumping styles and exploring which ones we can jump further with. ✓ to use the push-throw technique. ✓ to exchange a baton within a restricted area. ✓ to design a running, jumping or throwing activity for others using the STEP principle. 	<p>Year 6 <i>Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.</i></p> <ul style="list-style-type: none"> ✓ sprint start technique to increase our running speed. ✓ the three phrases of triple jump. ✓ the heave throw technique and what it is used for. ✓ to assess our own ability to play our role in paralauff. ✓ the scissor jump technique and when it would be used in athletics. ✓ to record and relay results over a range of track and field events.
<p>Vocabulary: Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine</p>	<p>Vocabulary: Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.</p>	<p>Vocabulary: Bounce, relay, baton, safety, rules, targets, record, set, take over, pass, sustain, push, receive, hop – step – jump.</p>	<p>Vocabulary: Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.</p>



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OAA			
<p>Year 3 <i>Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.</i></p> <ul style="list-style-type: none"> ✓ to use clear communication, strength and flexibility to complete a task. ✓ to work with others to complete map-reading tasks. ✓ to draw and create a clear route on a map for others to follow. ✓ to work with others and identify what went well and what we could do to improve. ✓ to use the outside of the foot to control the ball and dribble. ✓ to safely take part in trust-based activities. 	<p>Year 4 <i>Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify what they do well and suggest what they could do to improve.</i></p> <ul style="list-style-type: none"> ✓ to work collaboratively to complete a problem-solving task. ✓ to work collaboratively to create shapes whilst blindfolded. ✓ to name and recognise the cardinal points of the compass. ✓ to complete an orienteering task calmly under time pressure. ✓ to work with a partner to use a map to follow a course. ✓ to recognise and recall common map symbols from a key. 	<p>Year 5 <i>Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.</i></p> <ul style="list-style-type: none"> ✓ to explore different ways of communicating with a blindfolded partner. ✓ to follow a designated route at maximum speed and complete a task safely. ✓ to use memory methods to recall different objects whilst navigating. ✓ to use clear communication to recreate a shape as a team. ✓ to use imagination and creative thinking to create the tallest marshmallow tower. ✓ to send and interpret messages using Morse code. 	<p>Year 6 <i>Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.</i></p> <ul style="list-style-type: none"> ✓ to work with a partner to successfully orient and follow a map. ✓ to work in partnership and use our knowledge to answer questions under pressure. ✓ to safely perform a small group balance. ✓ to work efficiently as part of a team to complete a range of tasks. ✓ to create a fun and challenging game for others to complete. ✓ to listen to others to refine and adapt ideas to complete a complex task
<p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.</p>	<p>Vocabulary: Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.</p>	<p>Vocabulary: Challenge, plan, trust, solve, team, design, instructions, extend, orient, morse code, decipher, individual, signal.</p>	<p>Vocabulary: Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.</p>



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Handball			
<p>Year 3 <i>Able to show basic passing and catching skills. Learn basic defensive techniques. Implement the rules of handball.</i></p> <ul style="list-style-type: none"> ✓ to use the ready position to catch effectively. ✓ to perform accurate passes in different situations. ✓ to move the ball using the three-step rule. ✓ to prevent the ball from being passed by blocking and intercepting. ✓ to use quick effective passes to attack as a team. ✓ to develop accurate passing. 	<p>Year 4 <i>Develop 3 step rule incorporating bounce. Defend and stop attacks by blocking and intercepting. Pass and move with the ball to set up attacks. Demonstrate and implement the rules of handball.</i></p> <ul style="list-style-type: none"> ✓ to protect the ball from our opponent after catching it. ✓ basic overarm shooting technique. ✓ to build an attack in a team using a 3-man weave. ✓ to perform turns on the move to get back and defend. ✓ to perform a 7-metre throw with power and accuracy. ✓ to use a throw-off to restart a game. 	<p>Year 5 <i>Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes, moving the ball over longer distances. Use a wide range of handball rules consistently.</i></p> <ul style="list-style-type: none"> ✓ the jump shot. ✓ to goal keep by closing the angles attackers can shoot from. ✓ the double fault rule and how it applies to dribbling. ✓ to perform a pivot to create space to pass or shoot. ✓ the role of set plays to create opportunities to score. ✓ to select and apply new skills in a competition situation. 	<p>Year 6 <i>Work as a team to improve group tactics and gameplay. Play within the rules using screening to break down offensive play. Develop defensive skills.</i></p> <ul style="list-style-type: none"> ✓ to play in a game abiding by the double dribble rule. ✓ the concept of screening and attempting it in a game. ✓ patience around the D to find the best position to shoot. ✓ to show control of the ball when dribbling under pressure. ✓ to counterattack into space with speed. ✓ to develop decision-making skills in game situations.
<p>Vocabulary – Shoot, defend, attack, block, run, control, catch, pass, teamwork, score, intercept, possession, movement, using space.</p>	<p>Vocabulary – Footwork, foul, free throw, link, teamwork, double dribble, 3-step, 3-man weave.</p>	<p>Vocabulary – Dribble, block, screen, pivoting, steps, double fault, offensive foul, free throw.</p>	<p>Vocabulary – Control, use space, screen, skill selection, conditioned games, appropriate, organisation, consistency, counterattack.</p>



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Games			
Rounders		Tennis	
<p>Year 3 <i>To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills</i></p> <ul style="list-style-type: none"> ✓ to get into the best body position to field a ball. ✓ to bowl with some consistency in a game. ✓ to hit a moving ball with one hand. ✓ to stop a moving ball with the long barrier technique. ✓ to throw longer distances using the overarm technique. ✓ to select and apply new skills in a competition. 	<p>Year 5 <i>Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders.</i></p> <ul style="list-style-type: none"> ✓ to judge how far you can run based on the distance of a hit. ✓ to throw over short distances with power and accuracy to get batters out ✓ to follow the path of the ball to make sure it is fielded consistently. ✓ the backwards hit rule and using it tactically as the backstop. ✓ to hit the ball into gaps to maximise the chance of scoring. ✓ to set a field in a game to limit the scoring of a batter. 	<p>Year 4 <i>Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.</i></p> <ul style="list-style-type: none"> ✓ to return to the middle of the court after playing a shot. ✓ to accurately use the forehand in game situations to score points. ✓ to play a backhand shot with some control. ✓ to combine ready position and court movement to consistently return the serve. ✓ to work with a partner to score points in a game. ✓ to use forehand and backhand shots to score points in a competitive situation. 	<p>Year 6 <i>Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.</i></p> <ul style="list-style-type: none"> ✓ to communicate clearly with a partner to score points in doubles play. ✓ to attempt a two-handed backhand shot with control. ✓ to perform a lob shot to hit the ball over our opponent's head. ✓ to apply the correct rules and scoring system in games. ✓ to play in different doubles formations and work with our partner to improve. ✓ to discuss and apply a range of tactics in do
<p>Vocabulary – Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.</p>	<p>Vocabulary – Power, consistently, accuracy, stump, conditioned, fitness, miss hit, strength, encouragement, defensive, offensive.</p>	<p>Vocabulary – Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.</p>	<p>Vocabulary – Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.</p>



P.E. Programme of Study

Health & Well-being			
<p>Year 3</p> <ul style="list-style-type: none"> ✓ Recognise and describe the effects of exercise on the body. ✓ Know the importance of strength and flexibility for physical activity. ✓ Explain why it is important to warm up and cool down. 	<p>Year 4</p> <ul style="list-style-type: none"> ✓ Describe how the body reacts at different times and how this affects performance. ✓ Explain why exercise is good for your health. ✓ Know some reasons for warming up and cooling down. 	<p>Year 5</p> <ul style="list-style-type: none"> ✓ Know and understand the reasons for warming up and cooling down. ✓ Explain some safety principles when preparing for and during exercise. 	<p>Year 6</p> <ul style="list-style-type: none"> ✓ Understand the importance of warming up and cooling down. ✓ Carry out warm-ups and cool-downs safely and effectively. ✓ Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Personal development			
<p>Year 3</p> <ul style="list-style-type: none"> ✓ Understand and identify how to improve their own actions. ✓ Show support, encouragement and good sportsmanship. ✓ Work hard to develop their own actions. ✓ Independently identify factors to complete a task. ✓ Contribute their ideas. ✓ Recognise and use individual strengths to their advantage. 	<p>Year 4</p> <ul style="list-style-type: none"> ✓ Play competitively and don't give up when losing. ✓ Respond sensitively to people's ideas. ✓ Demonstrate patience and determination. ✓ Decide on ways to improve skills and actions independently. ✓ Try different strategies. ✓ Compare performance to previous ones, seeing how much they have improved. 	<p>Year 5</p> <ul style="list-style-type: none"> ✓ Show resilience in performances even when mistakes are made. ✓ Put trust in others and demonstrate trustworthy behaviour. ✓ Show determination in a game and show commitment to the team. ✓ Take the lead in a group. ✓ Explain the need for tactics and attempt to use them in game situations. ✓ Distinguish between good and poor performances and suggest ways to improve themselves and others. 	<p>Year 6</p> <ul style="list-style-type: none"> ✓ Identify weaknesses as a chance to improve. ✓ Use good communication skills to avoid disputes. ✓ Show a desire to improve on skills. ✓ Take responsibility for a role in a task. ✓ Work creatively and imaginatively. ✓ Recognise success in their performance even if they don't win.



P.E. Programme of Study

Spiritual and Emotional Engagement

At Ivanhoe, the spiritual and emotional well-being of our pupils is the most important thing, and the pathways through physical activity can contribute significantly to the emotive and educational needs of children. We will be providing our children with numerous activities and involvements throughout the year that will allow them to:

- Express their feelings and emotions and be amazed at realising what their bodies can achieve.
- Reflect on feelings of determination and enjoyment.
- Develop deep thinking and questioning into the way in which the body works.
- Develop team-building skills that will encourage them to motivate themselves and each other.
- Become a leader to aid their social development in cooperation, communication, commitment and loyalty.
- Have the opportunity to compete internally, and with other schools to encourage our school's values of determination, respect, resilience, independence, pride and curiosity.
- Have the opportunity to advance their tactical skills related to sport-specific situations and through first hand experiences, will gain an insight into the wider sporting world in areas such as journalism, coaching and team management.

Sports Week – a week dedicated to highlighting the importance of physical activity and sport. Sports Week at Ivanhoe includes:

- ✓ Whole school race for life - regardless of physical ability, this event brings the whole school together to achieve something through sport which amplifies a sense of pride, respect and community spirit. It highlights the power that the platform of sport has to accomplish the biggest of goals.
- ✓ EYFS – Y6 Sports Days – a healthy level of competition that all children can access heightening spirits and camaraderie of the school community.
- ✓ Additional sporting activities and competitions linked to the spiritual and emotional opportunities.
- ✓ Taster sessions in school and at sporting venues for children to experience a range of different local sporting pathways that they may not necessarily have the chance to.
- ✓ The opportunity to meet an athlete.

School Games competitions – All children will be given the opportunity to represent Ivanhoe at a Schools Games event. Competitive sport develops a range of life skills which can support young people as they progress through school and into adult life. Everything from the benefits of teamwork, resilience and leadership skills, to the respect and humility in handling success or disappointment.

BIO Groups – By invite only groups targeted to specific children to ignite love and passion into physical activity, increase engagement, improve confidence, social and emotional skills.

Residential - Children from Y3 – Y6 will experience a school residential each year. Children will increase their confidence and independence as well as adopting new skills and creating many memories.

Bikeability – available for children in nursery- Y1. Children will develop coordination, balance and control, preparing them for a lifetime of confident cycling.

Children throughout school will have the chance to experience the exhilaration and pleasure of cheering on a professional team at a sporting venue ** when possible.**

British Values

Democracy: Pupils are taught about the need for different roles and different responsibilities, including teamwork and decision making. Children have the opportunity for their voice and opinion to be heard for PE & School Sport (e.g. re curriculum, extracurricular activities, kit). Children have the opportunity to feedback and peer and self-analysis tasks within lessons.

The Rule of Law: A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements. An established ethos in PE with regard to how to win and lose fairly and understand good sportsmanship. Competition against oneself is encouraged in addition to competition against others

Individual Liberty: PE recognises individual differences. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.

Mutual Respect for and tolerance of those with different faiths and beliefs: Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions by given each child a forum to share these on and an expectation that these must be listened to. Pupils are taught about the environment and different activity contexts. The school engages in competition and encourages competition within and across the community.

