



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. 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. 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.



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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.

Glossary

Dance – a series of steps and movements that match the speed and rhythm of a piece of music.

Gymnastics – exercises developing or displaying physical agility, flexibility, strength and coordination.

Rhythmic gymnastics - a sport in which gymnasts perform on a floor with an apparatus: hoop, ball, clubs, ribbon or rope. The sport combines elements of gymnastics, dance and calisthenics

Athletics – a group of sporting events that involves competitive running, jumping, throwing, and walking.

Orienteering – a group of sports that require navigational skills using a map and compass to navigate from point to point in diverse and usually unfamiliar terrain whilst moving at speed.

Invasion games – any game where the objective is to attack the opposition's territory and score a goal or point.

Net and wall games – activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object.

Striking and fielding games – activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play.

Physical health – the condition of your body, taking into consideration everything from the absence of disease to fitness level

Mental health – a person's condition with regard to their psychological and emotional well-being.

Holistic - the whole person, taking into account mental and social factors

Well-being – the state of being comfortable, healthy, or happy.

Components of fitness – cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition.

Skill – the ability to do something well; expertise.

Technique – a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

Tactic - an action or strategy carefully planned to achieve a specific end.

Dynamics – expresses the way in which shape of movement is executed

dance patterns - refers to the movement or movements done for each of the dance steps.

formation dance - any dance in which a number of couples form a certain arrangement, such as two facing lines or a circle, and perform a series of figures within or based on that arrangement.



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Unison - simultaneous performance

Canon - movements introduced by one dancer are repeated exactly by subsequent dancers in turn

Compositional - focuses on the beginning, the middle, the end, and on the movement between these points. Creating and composing the movement is one part of the choreographic process.

counter balances - a weight that balances another weight.

Programme of Study - Key Stage 1 and 2

KS1

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:



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- 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.

Dance

<p>Year 1 <i>Explore and copy basic dance actions/patterns through the basis of various classic fairytales to enhance children’s creativity and expression through movement.</i></p> <ul style="list-style-type: none"> • Explore and copy different simple dance patterns utilising space • Move to the beat of the music • Explore how the body moves to different genres of music • Express simple emotions through forms of dance – happy, sad, angry, frightened etc. • Explore how the body moves to different genres of music e.g. rock, classical, pop, reggae, disco, ballads. • Explore creating different shapes using their body 	<p>Year 2 <i>Begin to and link simple dance actions/patterns and perform them in a controlled way to the Spanish Jota dance with teacher support.</i></p> <ul style="list-style-type: none"> • Utilise the space to create different formations. • Copy and repeat floor patterns improving the timings of transitions (the time between different positions). • Move in counts of 8 to the beat of music • Develop relationships – partner work
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Gymnastics

<p>Year 1 <i>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"> - Show an awareness of personal and general space, moving with control and care. 	<p>Year 2 <i>Further develop balance, agility and coordination by exploring gymnastic actions and incorporating into simple sequences with increased control.</i></p> <ul style="list-style-type: none"> - Travel, showing change of speed and direction. - Control body whilst balancing & travelling at different levels - Consolidate jumps and rolls (as previously taught in Y1) with more control and begin to implement into a simple sequence.
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- Explore different ways of travel e.g. running, hopping, skipping, sliding, galloping, tip-toe, hopscotch etc.
- Perform balances and understand basic tips on how to balance (standing and kneeling balances, pike, straddle, tuck, star, straight shapes in isolation).
- Explore some different rolls – pencil, teddy bear, sideways tuck, rocking forward roll in isolation.
- Explore some different jumps (star, split, jumping jack, tuck, straight, half turn) and to take off, jump & land with control.



Tuck



Split



Straddle



Pike

- Perform a crouched forward roll in isolation.
- Perform a balance (as previously taught in Y1) on apparatus
- Perform back and front support balance.
- Lift and place equipment safely with support
- Watch and discuss my own and others' performance using simple gymnastic vocabulary
- Lift and place equipment safely with support

Athletics

Year 1

Explore simple skills and techniques of running, jumping and throwing through athletic based activities.

- To consolidate appropriate running technique, using arms and showing good posture and balance.
- To jump with control & balance on landing and to jump whilst travelling. Exploring different jumping patterns e.g. 2 foot to 2 foot, 2 foot to 1 foot, opposite foot to opposite foot.

Year 2

Begin to show simple skills and techniques when running, jumping and throwing through athletic based activities.

- To run in a coordinated & fluent way over obstacles.
- Run at different paces and begin to understand which pace would be used for which race e.g. slower pace for longer distance.
- Begin to maintain a pace over a longer distance.
- Developing awareness of distance & height when running and jumping.



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- To throw underarm and overarm towards a stationary target (bean bags, a range of balls of different sizes).

- To throw a range of different throwing implements (different size and weight balls, bean bags, Frisbees, quoits).
- Develop awareness of distance & weight when throwing.
- Begin to participate in competitive activities, against self and against others – races, who can jump the highest/furthest, who can throw the furthest/on target.

Team Building

Year 1

Experience techniques needed to support yourself and others when undertaking orienteering activities through team-building activities with teacher support.

Children will begin to build up a bank of skills that are important principles of teamwork. Children will begin to understand the importance of these skills in sports, the classroom and everyday life situations.

Through a selection of team building activities children will:

- work collaboratively within a group.
- develop thinking and creativity.
- develop decision making skills
- begin to work as a team.
- solve simple problems and challenges
- understand the different forms of communication and their importance.

Team building activities include but not limited to games available on <https://www.weareteachers.com/team-building-games-and-activities/>.

Year 2

Begin to use techniques to support yourself and others when undertaking orienteering activities to create outdoor games.

Children will apply the team-building skills they have previously developed by working as a team to create an enjoyable game that can be implemented onto the playground.

Children will:

- further develop their thinking and creativity by building on what they already know.
- further develop communication and work with others in order to meet a challenge
- Overcome barriers by working collaboratively as a group
- Watch and discuss own and others' performance.



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Invasion Games	
<p>Year 1 <i>Invasion Games (Football & Netball): Perform simple fundamental movement skills (agility, balance, coordination) demonstrating some accuracy through sport specific games.</i></p> <ul style="list-style-type: none"> - To recognise space in games. - To consolidate kicking a ball with the correct technique towards a target/person. - To consolidate catching and throwing (under/over arm) with a ball. - To be able to bounce and catch a ball. - To move fluently, changing direction & speed easily without equipment. - To begin to travel with a ball - dribbling 	<p>Year 2 <i>Invasion Games (Football & Hockey): Practise fundamental movement skills and begin to show some control & co-ordination through sport specific games.</i></p> <ul style="list-style-type: none"> - To further increase their understanding of space and how it is important in invasion games. - To accurately pass and receive a range of balls by foot and stick. - To travel whilst moving a ball with your feet or hockey stick. - Understand the similarities between different invasion games. - Enjoy competing against others, individually or in team games. - To understand how it feels to win and lose.
Net & Wall Games	Striking & Fielding Games
<p>Year 1 <i>Practise fundamental movement skills (ABCs) through the exploration of simple attacking and defending techniques used in net and wall games through small, adapted individual or team games.</i></p> <ul style="list-style-type: none"> - To explore a badminton racket and shuttlecock. - To explore a tennis racket and ball - To explore hitting a ball with your hand. - To be able to hit a ball or object towards a partner using a racket or hand. - Introduce simple techniques of grip, stance and swing action of arm and racket. 	<p>Year 2 <i>Practise fundamental movement skills (ABCs) through the exploration of simple attacking and defending techniques used in striking and fielding games through small, adapted individual or team games.</i></p> <ul style="list-style-type: none"> - To throw to a partner with developing coordination and accuracy. - To develop catching skills using correct techniques with a range of ball sizes. - To hit a ball using a body part or equipment. - Further develop agility/balance and coordination skills through net/wall related games.



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<ul style="list-style-type: none"> - Develop agility/balance and coordination skills through net/wall related games. 	
<p>Health & Well-being</p>	
<p>Year 1</p> <ul style="list-style-type: none"> - To know what the term 'healthy eating' means. - Be aware of the day-to-day routines that take care of your body in order to keep it healthy and well. - Know some reasons why exercise is good for your health. - Understand reasons for warming up & cooling down - Recognise simple changes that happen when warming up & cooling down e.g. heart rate and sweating. 	<p>Year 2</p> <ul style="list-style-type: none"> - Understand the importance of a balanced diet and what the types of food that are good and bad for you. - Be aware of the simple changes you can make to keep the body healthy and well. - Understand the reasons why exercise is good for your health both physical and mental. - Further develop understanding of being safe during exercise (warming up and cooling down). - Understand the reasons why the body changes during exercise e.g. heart rate increases to get oxygen to the working muscles, sweat to cool down. - Explore the changes that happen to the body during different types of activities – light, moderate, vigorous.
<p>Key Vocab – to be revisited each year to embed</p>	
<p>Year 1 athletics, target, speed, take off, landing, underarm, obstacle, sprinting, pace, quites,, dance, floor pattern, beat, space, travel, control, balance, teddy bear roll, pencil roll, forward roll, pencil, tuck, straddle, pike, jump, land, agility, run, hop, skip, coordination, catch, strike, dribble, kick, travelling, direction, space, football, netball, invasion games, aim, balance, control, volleyball, swing, hand grip, badminton, tennis, shuttlecock, stance, decision making, teamwork, communication, healthy, physical activity, exercise, warm-up, cool-down, Heart rate</p>	<p>Year 2 distance, weight, height, javelin, technique, grip, stance, strike, power, accuracy, shot put, hurdles, formation, speed, sequence, stronger, weaker, dribble, attacking, defending, tactics, hockey, power, receiving, aiming, releasing, fielding, striking, rounders, cricket, light, moderate, vigorous, physical, mental, balanced diet</p>



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KS2

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.
- To develop an understanding of the relationship and transferable opportunities of these skills, techniques and tactics between sports.
- To develop an understanding of the physical changes, both long and short term, and how this will benefit them in physical activity and specific sports.
- The benefits of collaborating with others and how that affects team and individual performance.
- Lead activities and events
- The benefits physical activity has on the body and mind.
- Use dance as a catalyst for learning within a cross curricular framework
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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.



Dance

Year 3	Year 4	Year 5	Year 6
<p><i>Link simple dance actions and perform them in a controlled way to a short Egyptian themed routine.</i></p> <ul style="list-style-type: none"> - Able to move with different physical dynamics in relation to the music e.g. slow music – soft dynamics - Perform with some awareness of rhythm. - Able to show increased fluency between actions. - Able to demonstrate relationships -unison and canon. - Describe how their performance has improved over time. 	<p><i>Use a number of dance actions to compose a short dance within a group following a Greek themed routine.</i></p> <ul style="list-style-type: none"> - Able to move with different dynamics in relation to a person’s emotions. - Confidently improvise with a partner or on their own. - Able to demonstrate counterbalances and control when sequencing actions into a dance. - Able to develop relationships (prevs taught) – action and reaction - Able to demonstrate contrasting levels in still positions. - Able to demonstrate time – counts of 8 - Demonstrate rhythm 	<p><i>Apply basic compositional ideas to create choreography based around their prior knowledge of the water cycle and electricity conduction.</i></p> <ul style="list-style-type: none"> - Compose individual, partner and group dances that reflect the chosen dance style. - Able to move using a range of expressive and physical dynamics. - Ensure their actions fit the rhythm of the music. - Perform showing basic phrasing and efficiency (no wasted energy when body moves – the body constantly moves in correlation to the music). - Able to demonstrate relationships (prevs taught) - contact work. - Able to execute lifts safely and competently. - Make basic improvements to performance based on feedback from others 	<p><i>Apply a range of different compositional ideas to improve choreography through moments in history.</i></p> <ul style="list-style-type: none"> - Compose individual, partner and group dances that reflect the chosen dance style. - Perform showing expression and imagination through a range of dynamics. - Perform showing controlled phrasing and efficiency (no wasted energy when body moves). - Demonstrate strong and controlled movements throughout a dance sequence. - Able to perform a dance using a range of relationships previously taught. - Move rhythmically and accurately in dance sequences. Improvise with confidence, still



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	- Comment on own and others' work and respond to feedback positively		demonstrating fluency across their sequence. - Adapt performances to feedback given from others
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"> - To travel in creative ways and move with coordination, control and care. - Create interesting body shapes while holding balances with control and confidence. - To perform a shoulder stand. - Perform a straddle and pike jump in isolation. - To consolidate different rolls and jumps (taught in KS1) and use in sequence. - To perform a backwards roll in isolation. - Perform a forward roll from standing in isolation. - To perform with developing symmetry. 	<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. - Perform a previously taught rolls, jumps and balances as part of a sequence using control, body tension and flow. - Perform a forwards/backwards roll to straddle in isolation. - To be creative in finding different ways to exit and enter apparatus. - Develop strength, technique and flexibility throughout performances. - Perform a squat jump on to the vault. - Explore different ways of exiting the vault. 	<p>Year 5 <i>Create and perform a sequence showing a good level of skill and imagination in individual and group pieces through rhythmic gymnastics to a piece of music.</i></p> <ul style="list-style-type: none"> - Show clear differences between levels, speeds and directions. - To accelerate and decelerate whilst travelling and Move with clarity, fluency and expression. - Perform rolls, jumps and balances clearly, consistently and fluently in sequence. - Demonstrate body tension and extension. - Adapt sequences to include a partner or a small group. - To gain elevation from a powerful run & jumping technique. 	<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"> - Stretch, extend and elevate unused body parts. - To review previously taught gymnastic actions and positions. - To demonstrate safety whilst using the apparatus. - Confidently use equipment to vault and incorporate this into sequences. - Understand how to use feedback from self and others to improve performance



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<ul style="list-style-type: none"> - Show a clear beginning & end to shapes/sequences. - Begin to use the vault – hurdle step on with use of springboard. Straight and tuck jump exit. - To demonstrate safety whilst using the apparatus. - Describe my own and others’ performance with an understanding of simple gymnastic vocabulary 	<ul style="list-style-type: none"> - To demonstrate safety whilst using the apparatus. - Identify the difference between own and others’ performance using simple gymnastic vocabulary 	<ul style="list-style-type: none"> - Confidently use equipment to vault in a variety of ways. - To demonstrate safety whilst using the apparatus. - Describe similarities and differences between own and others’ work, making suggestions for improvement. 	
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Athletics

<p>Year 3 <i>Demonstrate simple skills and techniques when running, jumping and throwing, varying them to suit the different athletic activities.</i></p> <ul style="list-style-type: none"> - Begin to throw a shot putt using the rotation technique and push throw. - Begin to throw a javelin with correct technique. - To attempt a standing long jump with an effective flight phase and safe landing. - Improve sprinting technique focusing on arm and leg action (stride lengths) 	<p>Year 4 <i>Demonstrate and perform some running, jumping and throwing activities showing some good techniques.</i></p> <ul style="list-style-type: none"> - Continue to develop techniques to throw for increased distance and measure the distance of their throws. - To jump for height & distance and begin to measure distance. - To jump hurdles with developing technique. - Perform a relay, focusing on the baton changeover technique. 	<p>Year5 <i>Show basic levels of speed, strength and stamina in different athletic events. Begin to apply basic tactics and strategies to competitive situations.</i></p> <ul style="list-style-type: none"> - To develop knowledge of the triple jump technique. - Perform an effective standing long jump. - To begin a sprint in the crouching position. - Continue to throw a variety of implements using a range of throwing techniques and measure and record distance. 	<p>Year 6 Use skills, tactics and strategies in competitive situations Show variations in speed, strength and stamina linked to different athletic events. Understand when to apply tactics and strategies in competitive situations.</p> <ul style="list-style-type: none"> - To choose appropriate techniques for specific events. - Continue to develop techniques to throw for increased distance and support others in improving their personal best. - Develop and improve their techniques for jumping for height and distance and support others in improving their performances
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<ul style="list-style-type: none"> - Understand the importance of adjusting running pace to suit the distance being run. - Focus on trail leg and lead leg action when running over hurdles. - Continually develop awareness of distance. - Discuss differences between their own and others' performance, suggesting improvements 	<p>Speed up and slow down smoothly</p> <ul style="list-style-type: none"> - Confidently demonstrate an improved technique for sprinting. - Begin to use some basic tactics and strategies to improve athletic performance. 	<ul style="list-style-type: none"> - Begin to throw a discus with developing technique. - Work as a team to competitively perform a relay. - Build up speed quickly for a sprint finish. - Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. - Identify strengths and weaknesses of own and others' performance. 	<ul style="list-style-type: none"> - Demonstrate endurance and stamina over longer distances in order to maintain a sustained run - Recap, practise and refine an effective sprinting technique, including reaction time. - Set up and lead athletic activities including measuring and recording results with confidence and accuracy. - Analyse own performance and that of others.
Orienteering (OAA)			
<p>Year 3</p> <p><i>Build upon teamwork skills previously taught to support yourself and others when undertaking orienteering activities</i></p> <ul style="list-style-type: none"> - To place trust in teammates. - To develop problem solving skills. 	<p>Year 4</p> <p><i>Begin to apply techniques to support self and others when undertaking orienteering activities.</i></p> <ul style="list-style-type: none"> - To learn some common map symbols (rivers, forests, roads, railways, school). - Choose & apply strategies to meet problems. 	<p>Year 5</p> <p><i>Use a range of skills to experience orienteering activities.</i></p> <ul style="list-style-type: none"> - Take part in competitive orienteering activities as a group and independently. 	<p>Year 6</p> <p><i>Use a range of skills to be successful within orienteering activities and begin to demonstrate leadership skills.</i></p> <ul style="list-style-type: none"> - Orienteer themselves independently or as a group around a course under pressure (timed, race).



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<ul style="list-style-type: none"> - To create and recognise some map symbols. - To develop basic map reading skills. - Attempt to orientate themselves around a short trail from instruction - Work cooperatively to solve group/paired challenges 	<ul style="list-style-type: none"> - Use a map to travel around a simple course. - Recognise features and equipment of an orienteering course and begin to choose the correct equipment need to complete an activity - Communicate clearly in a team and begin to organise roles of a team efficiently - Explain some simple tactics and strategies that could be used to overcome problems and challenges 	<ul style="list-style-type: none"> - Increase confidence in orienteering themselves around a course. - Use the key on maps as part of orienteering. - Begin to use navigation equipment (compass) to navigate around an orienteering course. - Plan a short course for a partner or group. - Complete a course in different ways evaluating the most efficient - Select appropriate thinking skills to complete a challenge and utilise feedback to improve performance 	<ul style="list-style-type: none"> - Use navigation equipment confidently. - Design and set up an orienteering course with use of navigation equipment. - Use a range of map styles - Modify and adapt performance based on self and peer assessment
Invasion Games			
<p>Year 3</p> <p><i>Invasion games (Basketball & Hockey): Perform fundamental movement skills in isolation and in combination during sport specific gaming situations.</i></p>	<p>Year 4</p> <p><i>Invasion games (Netball & Basketball): Implement fundamental movement skills in to simple attacking and defending tactics. Understand simple techniques used when sending and receiving.</i></p>	<p>Year 5</p> <p><i>Invasion games (Football & Hockey): Utilise skills, tactics and techniques developed by playing a number of games with a basic skill level as an effective team member.</i></p>	<p>Year 6</p> <p><i>Invasion games (Netball & Hockey): Experience a number of games demonstrating a good level of skill. Begin to have an impact on the game by demonstrating a good level of skill, technique and tactics.</i></p>



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<ul style="list-style-type: none"> - To further increase their understanding of space and begin to choose the best space in a game. - To be able to pass a ball accurately and with speed using the correct technique. - To be able to catch a ball consistently. - To perform a variety of throws (chest pass, bounce pass, over arm). - To be able to continuously bounce a ball into a basketball dribble. - Develop their dribbling skills with more control. - To work collaboratively within a small group. 	<ul style="list-style-type: none"> - Develop skills in finding and using space and make the best use of it when receiving and passing a ball (attacking). - Begin to 'mark' an opponent (defending). - To know when to pass during a game. - To strike a ball or object towards a target or goal with power and accuracy. - To dribble a ball with control and fluency. - To consolidate throws learnt in previous year and develop into both sports. - Understand the relationship of attacking and defending skills across a variety of invasion games. - To develop teamwork and team play. - Identify some strengths and weaknesses in own performance and that of others 	<ul style="list-style-type: none"> - To pass a ball towards a space for a team mate to receive (attacking) - To know how to 'mark' an opponent (defending). - To know how to intercept a pass (defending). - To attempt to keep possession whilst dribbling (attacking). - Consolidate previously taught skills and techniques into game situations. - To begin applying tactics and strategies for defence and attack – set plays. - To recognise the importance of rules within games - Identify some strengths and weaknesses in own performance and that of others and discuss how to improve. 	<ul style="list-style-type: none"> - Continue to consolidate previously taught skills and techniques into game situations. - Explain when to change tactics in competitive situations. - Understand and apply how attacking and defending techniques and tactics can cross over into a variety of invasion games. - To know how to invade as a team through tactics. - Analyse performance and others
Net & Wall		Striking & Fielding	



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<p>Year 3</p> <p><i>Perform fundamental movement skills and techniques in isolation and in combination with good control & co-ordination.</i></p> <ul style="list-style-type: none"> - To consolidate the underarm serve technique. - Practise the correct grip and stance. - To explore forehand hitting. - To move towards a ball or object before striking it. - To explore and attempt the 'serve' technique (volleyball/badminton). - To develop reaction time and agility. - To explore backhand hitting. - To develop knowledge of returning & rallying and begin to perform. - To attempt to 'Spike' in volleyball. 	<p>Year 5</p> <p><i>Play a number of net and wall games with a basic skill level as an effective team member.</i></p> <ul style="list-style-type: none"> - To develop acceleration & speed. - To consolidate backhand and forehand strokes. - To explore and develop the 'smash' in badminton. - To explore and develop the 'lobbing' technique in tennis. - To explore develop 'overarm serve' in volleyball. - To identify & describe some rules of tennis & badminton. - To play competitively and evaluate performance. 	<p>Year 4</p> <p><i>Perform fundamental skills and simple techniques used when fielding and batting, in a variety of activities.</i></p> <ul style="list-style-type: none"> - Throw an object with varying speed, accuracy and direction. - Throw an object or ball overarm - Choose appropriate positioning when fielding. - Work collaboratively in small teams. - Describe what is successful in their own and other's play. - Begin to understand and use simple tactics for attacking and defending in striking and fielding games. - Begin to understand the basic rules of cricket and rounders 	<p>Year 6</p> <p><i>Play a number of striking and fielding games with a basic skill level as an effective team member with an understanding of attacking and defending tactics.</i></p> <ul style="list-style-type: none"> - To explore the use of space during games. - Choose appropriate positioning when fielding. - To retrieve, intercept and stop a ball when fielding. - To field as a collaborative team unit. - Develop understanding of rules in cricket and rounders - To strike a ball or object 'cleanly' using different equipment. - Recognise their own and other's strengths.
Health & Well-being			
<p>Year 3</p> <ul style="list-style-type: none"> - Understand the importance of a balanced diet and what the types 	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>



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<p>of food that are good and bad for you.</p> <ul style="list-style-type: none"> - Understand the simple changes you can make to keep the body healthy and well and why. - Discuss the reasons why exercise is good for your health both physical and mental. - Consolidate understanding of being safe during exercise (warming up and cooling down). - Develop understand the reasons why the body changes during exercise e.g. heart rate increases to get oxygen to the working muscles, sweat to cool down. - Continue to explore the changes that happen to the body during different types of activities – light, moderate, vigorous. 	<ul style="list-style-type: none"> - Explain the reasons why exercise is good for physical and mental health. - Describe the changes that happen to the body during different types of activities – light, moderate, vigorous. - Begin to know short term and long term effects of exercise on the body. - Begin to lead safe warm ups and cool downs understanding what you are doing and why with teacher support. - Begin to understand importance of different components of fitness and how they benefit sports. 	<ul style="list-style-type: none"> - Understand short term and long term effects of exercise on the body. - Describe how the body reacts at different times and how this affects performance. - Begin to understand importance of different components of fitness and how they benefit different sports. 	<ul style="list-style-type: none"> - Further develop understanding of short and long term effects of exercise on the body. - Lead warm ups and cool downs for the whole class safely with the knowledge of the reasons why. - Have a thorough understanding of the importance of exercise. - Know a range of ways to keep your body and mind healthy.
<p>Key Vocabulary – to be revisited each year to embed</p>			
<p>Year 3 Rotation, standing long jump, shot put, javelin, pace, sprint Bollywood, dynamics, fluency, unison, canon, symmetry, coordination, flexibility, shoulder stand, backwards roll, orienteering, map, key, problem-solving, forearm, backhand, serve,</p>	<p>Year 4 exchange, relay, Relay baton, trundle wheel, metre stick, emotion, counterbalance, action, reaction, contrast, apparatus, accelerate, decelerate, course, smash, lobbing, physical, mental, strength.</p>	<p>Year 5 triple jump, discus, crouching, phase, acceleration, stamina, Discus, compositional, chorography, phrasing, efficiency, contact work, execute, tension, extension rhythmic, elevate, navigation, compass, course loop, mark, tactic.</p>	<p>Year 6 aerobic capacity, high intensity, sustain, endurance, endorphins</p>



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dribble, light, moderate, vigorous,
oxygen, vault, striking & fielding

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 creativity.
- 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.

Year 1

Our year one pupils will have the opportunity to partake in the Doncaster Multi-skills festival which is a competitive event against other schools. It is an exciting, fun day out giving children the chance to show case the fundamental skills that they have developed over the year. Competitive sports can from a young age is not only brilliant for building children's confidence but is a fantastic lesson where children can appreciate the understanding of what it feels to win and lose.

Year 2

Our year 2 pupils will be exposed to healthy foods through a stimulating and knowledgeable workshop where they will have the opportunity to taste, design and produce healthy meals. Children will gain a deeper understanding into the importance good nutrition and how it plays a vital part of leading a healthy lifestyle.

Year 3



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As children approach KS2, the opportunities to represent the school in competitive games increases, as well as the possible pathways to clubs and events outside of school. To inspire and encourage children's love in participating in sport, they will have the chance to meet a local athlete and receive a perception into what being an athlete consists of.

Year 4

Year 4 children will have the chance to build upon their team-building and problem solving skills from previous orienteering lessons by participating in an enjoyable den building session. This session will allow children to associate physical and mental activity with the incorporation of natural elements. They will learn to manage and work as a team and cooperate, as during this process they are often open to other children's suggestions and learn from their mistakes.

Year 5

Children in Year 5 will have the chance to experience the exhilaration and pleasure of cheering on a professional team at a sporting venue.

Year 6

As Year 6 children draw an end to their Primary School years, they will be able to get an insight into the real-life job opportunities that are available in the sporting industry. By researching, interviewing and shadowing people in sporting professions, children will get an idea of the wider possibilities out there for them.

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.

Weekly Yoga – strengthening the body and mind connection yoga helps to enhance physical ability, refines balance and coordination, develops focus and concentration and boosts confidence and self-esteem.

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.