



BECKINGHAM PRIMARY SCHOOL

PE CURRICULUM

ENSURING EVERY CHILD SUCCEEDS AND
THRIVES, BECOMING A LIFE-LONG LEARNER
PREPARED FOR THE WORLD OF TOMORROW

2022



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Aims

The National Curriculum for Physical Education (PE) aims to ensure that all pupils:

- Key stage 1 Pupils should develop fundamental movement skills, they should be able to engage in competitive sports.
- Key stage 2 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.
- Swimming and water safety, pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes effectively and perform safe self-rescue in different water-based situations.

Intent - What are we trying to achieve for our children in PE?

At BPS we tailor our provision of sports, games and outdoor activities to ensure that our children leave us in Year 6 with functional skills to aid them in their high school life and beyond. We place a large focus on the importance of fitness and a healthy lifestyle which we hope will stay with our children for the rest of their lives. We make use of coaches from Gainsborough Trinity, as well as our own PE coordinator, to upskills our staff and give them confidence to teach all areas of PE (including dance) in all of our classes.

At Beckingham, the PE curriculum has been carefully sequenced so that as pupils progress, they learn the importance of fair-play, respect for everyone involved and a healthy attitude to competition. All our PE lessons are planned from **Get Set 4 PE** and supported by Gainsborough Trinity. We provide a high quality PE curriculum for Reception to Year 6 covering a wide range of sports during lesson time as well as specific sports in our school clubs.

Implementation - How is the curriculum delivered?

Following the 'Development Matters' guidance in EYFS, our Reception children progress through 'Moving and Handling' and 'Health and Self-Care' in line with the school's PE and expectations. It outlines the expectations for KS1 PE. At BPS, we implement a PE curriculum that:

- Meets the objectives outlined in the National Curriculum.
- Is progressive throughout the whole school, over the 6 main areas of PE with distinct milestones over KS1 and KS2.
- Is delivered for 2 hours a week in KS1 and KS2 classes.
- Has transferable skills from week to week, over the planning sequence, providing opportunities for children to develop their bodies overall strength, health, fitness, confidence and flexibility through a wide range of sports.
- Improves children's mental health as we regularly discuss the importance of being physically and mentally healthy through both regular exercise and a balanced diet.



Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?

- Our PE Curriculum is high quality, well thought out and planned to demonstrate progression.
- Our Long-Term Plan (LTP) shows a clear progression of knowledge and skills across Key Stage 1 and 2 that builds on prior knowledge
- Children in KS1 spend a lot of time working on basic core skills. It is important they can do all of this at an early age, so they can then transfer these skills into a variety of sports in later years. We work very hard doing Physical Literacy, this involves various games/activities in which the children use core skills, spatial awareness, catching, throwing, striking, partner/group work, balancing, hand-eye co-ordination, and movement through Dance and Gymnastics.
- Children in KS2 take all of the skills learnt in KS1 and build on them by applying them in game type situations. Within these lessons we look to develop understanding of each particular sport and the tactics/techniques to achieve the best outcome. We also provide Outdoor Adventure Activities in Key Stage 2.

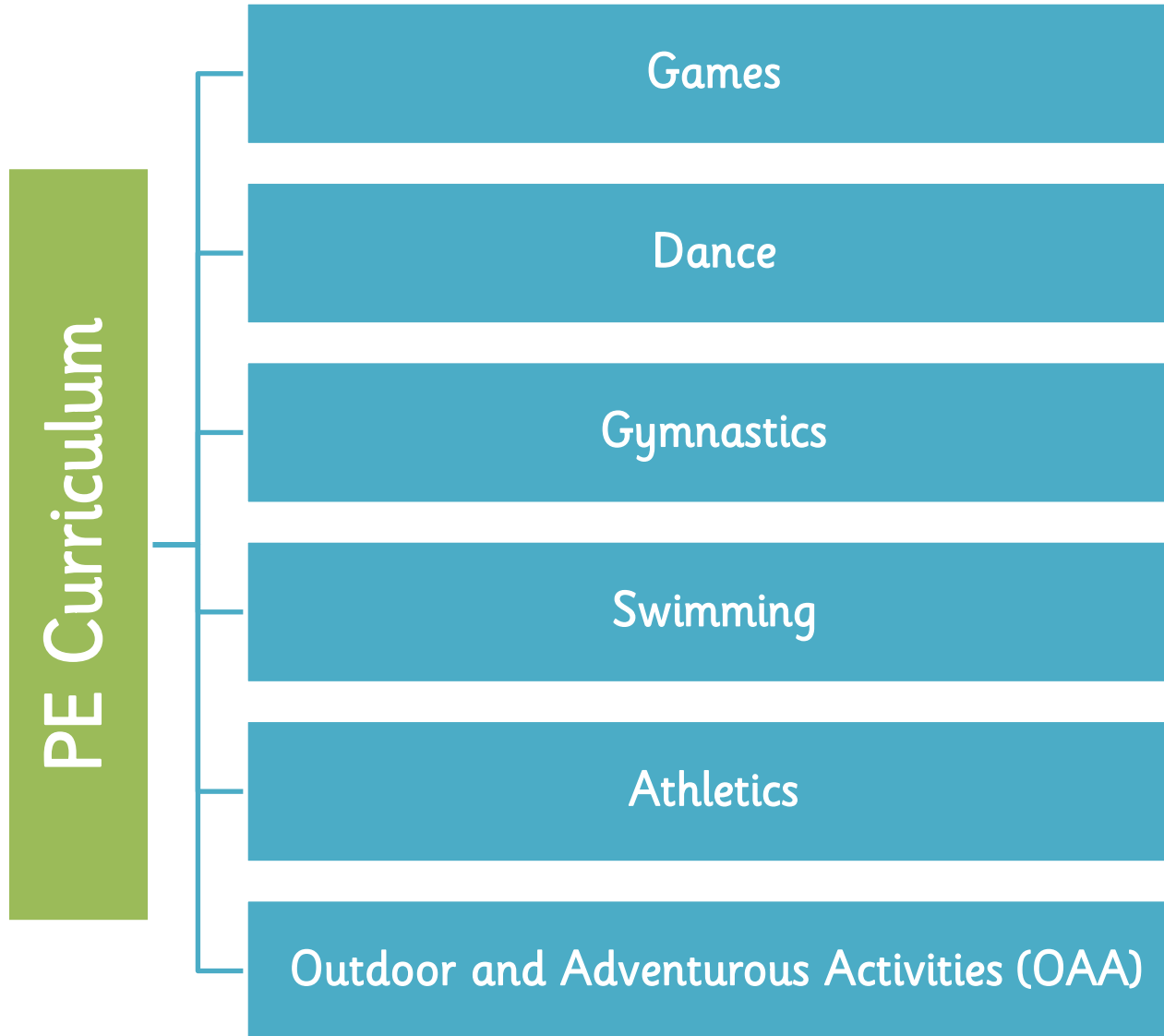
Swimming

As part of our Key Stage 2 PE curriculum, Year 3 and 4 participate in swimming lessons from January to July to learn how to swim. The aim for our children is to be safe, competent and confident swimmers by the time they leave the school, this means they will be able to swim 25m confidently, know how to keep safe in the water and be able to perform a competent self-rescue. If children are not competent in water upon leaving year 4 they will continue to join Class 2 and swim when they're in years 5 and 6.

As a school, we have to report on the amount of Year 6 pupils who can swim 25 metres competently; use a range of strokes and perform self-rescue in different water situations.



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Skills	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Games	<ul style="list-style-type: none">• Use the terms 'opponent' and 'team-mate'.• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Develop tactics.• Lead others when appropriate.	<ul style="list-style-type: none">• Throw and catch with control and accuracy.• Strike a ball and field with control.• Choose appropriate tactics to cause problems for the opposition.• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).• Pass to team mates at appropriate times.• Lead others and act as a respectful team members.	<ul style="list-style-type: none">• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).• Work alone, or with team mates in order to gain points or possession.• Strike a bowled or volleyed ball with accuracy.• Use forehand and backhand when playing racket games.• Field, defend and attack tactically by anticipating the direction of play.• Choose the most appropriate tactics for a game.• Uphold the spirit of fair play and respect in all competitive situations.• Lead others when called upon and act as a good role model within a team.



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<p style="text-align: center;">Dance</p>	<ul style="list-style-type: none">• Copy and remember moves and positions.• Move with careful control and coordination.• Link two or more actions to perform a sequence.• Choose movements to communicate a mood, feeling or idea.	<ul style="list-style-type: none">• Plan, perform and repeat sequences.• Move in clear, fluent and expressive manner.• Refine movements into sequences.• Create dances and movements that convey a definite idea.• Change speed and levels within a performance.• Develop physical strength and suppleness by practising moves and stretching.	<ul style="list-style-type: none">• Compose creative and imaginative dance sequence.• Perform expressively and hold a precise and strong body posture.• Perform and create complex sequences.• Express an idea in original and imaginative ways.• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
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<p>Gymnastics</p>	<ul style="list-style-type: none">• Copy and remember actions.• Move with some control and awareness of space.• Link two or more actions to make a sequence.• Show contrasts (such as small/tall, straight/curved and wide/narrow).• Travel by rolling forwards, backwards and sideways.• Hold a position whilst balancing on different points of the body.• Climb safely on equipment.• Stretch and curl to develop and flexibility.• Jump in a variety of ways and land with increasing control and balance.	<ul style="list-style-type: none">• Plan, perform and repeat sequences.• Move in a clear, fluent and expressive manner.• Refine movements into sequences.• Show changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.• Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).	<ul style="list-style-type: none">• Create complex and well executed sequence that include a full range of movements including:<ul style="list-style-type: none">- travelling- balances- swinging- springing- flight- vaults- inversions- rotations- bending, stretching and twisting- gestures- linking skills• Hold shapes that are strong, fluent and expressive.• Include in a sequence set pieces, choosing the most appropriate linking elements.• Vary speed, direction, level and body rotation during floor performances.• Practise and refine the gymnastics techniques used in performances (listed above).• Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).• Use equipment to vault and swing (remaining upright).
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Swimming	<ul style="list-style-type: none"> KS1 children do not swim at BPS (many children have out of school swimming lessons) 	<p>Swimming happens over Spring and Summer term in year 3 and 4. If children do not meet the mile stones listed below then they will repeat swimming in years 5 and 6.</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> Swim between 25 and 50 metres unaided. Use more than one stroke and coordinate breathing as appropriate for the stroke being used. Coordinate leg and arm movements. Swim at the surface and below water. <p><u>Year 4</u></p> <ul style="list-style-type: none"> Swim over 100 metres unaided. Use breast stroke, front crawl, and back stroke, ensuring that breathing is correct so as to not interrupt the pattern of swimming. Swim fluently with controlled strokes (3). Turn efficiently at the end of a length. 	
Athletics	<ul style="list-style-type: none"> Athletics activities are combined with games in Year 1 and 2. 	<ul style="list-style-type: none"> Sprint over a short distance up to 60 metres. Run over a longer distance, conserving energy in order to sustain performance. Use a range of throwing techniques (such as under arm, over arm). Throw with accuracy to hit a target or cover a distance. Jump in a number of ways, using a run up where appropriate. Compete with others and aim to improve 	<ul style="list-style-type: none"> Combine sprinting with low hurdles over 60 metres. Choose the best place for running over a variety of distances. Throw accurately and refine performance by analysing technique and body shape. Show control in take off and landings when jumping. Compete with others and keep track of personal best performances, setting and targets for



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<p>Outdoor and adventurous activities (OAA)</p>	<ul style="list-style-type: none">N/A	<ul style="list-style-type: none">Arrive properly equipped for outdoor and adventurous activity.Understand the need to show accomplishment in managing risks.Show an ability to both lead and form part of a team.Support others and seek support if requires when the situation dictates.Show resilience when plans do not work and initiative to try new ways of working.Use maps, compasses and digital devices to orientate themselves.Remain aware of changing conditions and change plans if necessary.	<ul style="list-style-type: none">Select appropriate equipment for outdoor and adventurous activity.Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.Embrace both leadership and team roles and gain the commitment and respect of a team.Empathise with others and offer support without being asked. Seek support from the team and the experts if any doubt.Remain positive even in the most challenging circumstances, rallying others if need be.Use a range of devices in order to orientate themselves.Quickly assess changing conditions and adapt plans to ensure safety comes first.
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ODD Year	Foundation (EYFS 2)	Class 1 (Years 1/2)	Class 2 (Years 3/4)	Class 3 (Years 5/6)
Aut 1	Introduction to PE unit 1 Introduction to PE unit 2	Ball Skills/Target games (1) Team Building (1)	Ball Skills (3/4) Football (3/4)	Hockey (3/4) Football (5/6)
Aut 2	Fundamentals unit 1 Ball Skills unit 1	Gymnastics (1) Dance (1)	Handball (3/4) Gymnastics (3)	Gymnastics (5) Dance (5)
Spr 1	Dance unit 1 Gymnastics unit 1	Yoga (1) Fundamentals (1)	Swimming Dance (3)	Yoga (3/4) Dodgeball (5/6)
Spr 2	Games unit 1 Dance unit 2	Athletics (1) Fitness (1)	Swimming Athletics (3)	Athletics (5) Basketball (3/4)
Sum 1	Fundamentals unit 2 Gymnastics unit 2	Net & Wall (1) Sending & Receiving (1)	Swimming Cricket (3/4)	Tennis (5) Golf (3/4)
Sum 2	Ball Skills unit 2 Games unit 2	Striking & Fielding (1) Invasion (1)	Swimming OAA (orienteeing) (3)	OAA (orienteeing) (5) Volleyball (5/6)

EVEN Year	Foundation (EYFS 2)	Class 1 (Years 1/2)	Class 2 (Years 3/4)	Class 3 (Years 5/6)
Aut 1	Introduction to PE unit 1 Introduction to PE unit 2	Ball Skills/Target games (2) Team Building (2)	Dodgeball (3/4) Netball (3/4)	Hockey (5/6) Yoga (5/6)
Aut 2	Fundamentals unit 1 Ball Skills unit 1	Gymnastics (2) Dance (2)	Gymnastics (4) Dance (4)	Gymnastics (6) Dance (6)
Spr 1	Dance unit 1 Gymnastics unit 1	Yoga (2) Fundamentals (2)	Swimming Dance (4)	Athletics (6) Badminton (5/6)
Spr 2	Games unit 1 Dance unit 2	Athletics (2) Fitness (2)	Swimming Athletics (4)	Basketball (5/6) Golf (5/6)
Sum 1	Fundamentals unit 2 Gymnastics unit 2	Net & Wall (2) Sending & Receiving (2)	Swimming Tag Rugby (3/4)	Tennis (6) Rounders (5/6)
Sum 2	Ball Skills unit 2 Games unit 2	Striking & Fielding (2) Invasion (2)	Swimming OAA (orienteeing) (4)	OAA (orienteeing) (6) Tag Rugby (5/6)