



## Subject: PE & Sport

### CURRICULUM INTENT

**At Riverview Junior School we provide a diverse, challenging and inspiring curriculum that enables children to develop confidence, resilience and a sense of achievement at every level. All pupils will be taught the importance of individuality and the need to respect others and the environment - both local and across the wider world. We educate and enable the children of our future to grow into well-rounded citizens.**

#### **Rationale for P.E**

Riverview Junior School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. At Riverview Junior school we are committed to delivering high quality PE through an exciting range of physical activities which also provide opportunities for competition, self-improvement and learning good team work, sportsmanship and self-discipline. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

#### **Aims**

##### **Physical development:**

- To develop physical literacy by focussing on pupils' competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility

##### **Social and emotional development:**

- To develop a love of physical exercise.
- To develop confidence in pupils own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To develop decision making and problem solving skills.
- To be able to evaluate performance and act upon constructive criticism.

##### **Spiritual, moral and cultural development:**

- To develop a positive attitude to themselves and others.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.



# CURRICULUM PROGRESSION STRAND MAP PE & SPORT

## Skills and Knowledge Progression

### Area of Study: Swimming and water safety

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
		<p>Enter, exit, float and submerge in the water.</p> <p>Push or glide on their front or on their back without support.</p>	<p>Dive below the surface from a float or breaststroke position.</p> <p>Jump into deep water using a range of different shaped jumps.</p> <p>Control breathing underwater.</p> <p>Tread water</p>	<p>Climb out of the pool without using the steps.</p> <p>Perform a sequence of rolls, twists and turns in deep water.</p> <p>Understand and adhere to national and local water safety advice, being able to use appropriate survival and self-rescue skills if they unintentionally fall in or get into difficulty in the water, and knowing what to do if others get into trouble.</p>	
		Travel in a horizontal or vertical position using a float.	Swim at least 15 metres unaided.	Swim 25 metres unaided.	
				<p>Use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success.</p> <p>Use simultaneous and alternating strokes, on their front and back, and be able to adapt them for a range of purposes and intended outcomes.</p>	
<b>Curriculum Goals:</b>			<p>Perform safe self-rescue in different water based situations.</p> <p>Swim with confidence and competence over a distance of at least 25m.</p> <p>Swim using a variety of strokes.</p>		Swim at least 50m using a variety of strokes.

**Outcomes for this area are embedded across all the following areas of study including the enrichment activities:**

Swimming lessons at cascades (18 lessons across Year 5 & 6)

Year 4 residential

Year 6 residential

Year 6 Golden curriculum



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

### Skills and Knowledge Progression

#### Area of Study: Flexibility, strength, technique, control and balance

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Log roll. Teddy bear roll. Rocking in tuck. Crouched forward roll on slope to sitting in tuck shape.</p>	<p>Rocking in straddle and pike. Rocking to stand. Crouched forward roll on slope. Standing forward roll on slope. Crouched backward roll prep.</p>	<p>Rocking to stand with feet together. Forward roll from standing. Backward roll from standing to standing.</p>		<p>Forward roll to straddle stand. Backward roll to straddle stand. Forward roll to pike stand. Dive forward roll.</p>	<p>Handstand forward roll.</p>
<p>Simple shapes/balances Star, straight, tuck, pike, straddle.</p> <p>Standing balances. Kneeling balances. Large body part balances.</p>	<p>Shapes/balance Dish, arch, front support, back support .</p> <p>Balances on apparatus (box top and bench). Simple partner balances.</p>	<p>Shape/balances Side support</p> <p>1,2,3 and 4 point balances. Balances with and against a partner.</p>		<p>Part body weight balances. Group formations.</p>	<p>Bridge.</p>
<p>Skipping Bunny hop Straight and tuck jump off a spring board.</p>	<p>Hurdle step.  Squat onto mat/vault</p>	<p>Squat on vault. Straddle on mat/vault. hurdle step onto spring board and jump off.</p>		<p>Straddle on vault with spring board. Straight, star, tuck, straddle, pike, half turn and full turn jump off.</p> <p>Straddle through vault.</p>	<p>Squat through vault.</p>
<p>Jumps on floor and off box top. Straight</p>	<p>Jumps on floor and off box top. Straight jump half turn.</p>	<p>Jumps on floor and off box top. Straddle jump.</p>		<p>Cat leap half turn. Cat leap full turn. Split leap.</p>	<p>Stag leap.</p>



# CURRICULUM PROGRESSION STRAND MAP PE & SPORT

Jumping jack Tuck	Star jump. Leap from one leg to the other.	Pike jump. Split jump. Straight jump full turn. Cat leap.		Stag jump.	
Bunny hop. Bunny hop moving forwards. Front support holds on and off apparatus.	Bunny hop on and off and over a bench. Side bunny hop. Star to star cartwheel. Half handstand holds. Lunge to straight leg lift and small jump.	Start to star cart wheel.  Lunge cartwheel.  Handstand hold against wall with mat.  Kick up to handstand against a wall.  Lunge into the handstand.		Round off  Lunge into round off.  Hurdle step into cartwheel.  Hurdle step into round off  Lunge into the handstand with increasing control and balance.	Split handstand.
Explore, copy and remember movements to create their own sequences.	Develop the quality of actions in their performance. Choose ideas to compose a movement sequence.	Perform and create sequences with fluency. Use an increasing range of actions, directions and levels in their sequences.		Create and perform their own complex sequence involving the full range of actions and movements	
	Develop a broad range of movements		Refine a broad range of movements		



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

	<p>Link actions &amp; sequences of movement</p> <p>Work collaboratively to move in synchronisation</p>		<p>Link actions &amp; sequences in synchronisation with a group</p> <p>Work collaboratively to perform as a group without all having to perform the same movements</p> <p>Use props or equipment to enhance a performance</p> <p>Evaluate performances, assessing degree of success</p>		
<p>Run at varied speeds.</p>	<p>Develop technique and pace for running over varied distances.</p> <p>Develop technique to perform the long jump.</p> <p>Demonstrate strength and control through experimentation of throwing techniques.</p>		<p>Demonstrate the varied techniques during a sprint.</p> <p>Consistently apply pace appropriate to one's ability in long distance running.</p> <p>Demonstrate teamwork showing how to use a baton successfully.</p> <p>Refine technique in different throwing based athletic events.</p>		
<p><b>Curriculum Goals:</b></p>	<p>To hold a range of shapes and perform a range of skills beginning to develop flexibility,</p>	<p>Perform a range of skills with increasing control showing, balance, strength and flexibility.</p>	<p>Demonstrate an understanding of techniques used in athletics and how</p>	<p>Consistently perform and apply techniques with accuracy and control.</p>	



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

	strength control and balance. Watch, describe and evaluate performance.	Compare their performances to others. Modify their technique to improve their skills.	changing technique impacts the success of one's performance.	Explain why they have used skills/techniques and the effect they have on their performance. Evaluate their own and others performances suggesting appropriate improvements.	
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**Outcomes for this area are embedded across all the following areas of study including the enrichment activities:**

Gymnastics (PE) lessons

Athletics (PE) lessons

Dance (PE) lessons

Enrichment visitors e.g Bhangra

After school clubs (street dance)



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

### Skills and Knowledge Progression

**Area of Study:** use running, throwing and catching in isolation and in combination

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Control a ball with both hands and feet.</p> <p>Move according to the direction of ball travel.</p>	<p>Move in a straight line while keeping control of a ball (with both hands and feet).</p> <p>Understand what is meant by agility.</p> <p>Sprint 30m.</p> <p>Run 200m, adjusting speed in order to finish without stopping.</p> <p>Understand the importance of stopping a ball.</p>	<p>Dribble around cones while keeping control of a ball.</p> <p>Change direction to avoid being hit/caught.</p> <p>Select running speed appropriate to activity.</p> <p>Run to and stop a moving ball.</p>	<p>Change direction while running to make space.</p> <p>Sprint 60m.</p> <p>Run 400m, adjusting speed to gain tactical advantage.</p>	<p>Change direction while keeping control of a ball.</p> <p>Change direction while running to deceive.</p> <p>Change speed in order to gain a tactical advantage.</p>	
<p>With two hands, throw a ball, in a specified direction (underarm and overarm).</p> <p>Kick a ball in a specified direction.</p>	<p>Throw a ball to hit a stationary target.</p> <p>To use two hands to stop a moving ball.</p> <p>Use different parts of the foot to kick and control a football.</p>	<p>Throw a ball to hit a moving target.</p> <p>Using one hand and two hands to throw for accuracy.</p> <p>Choose an appropriate speed to throw a ball.</p>	<p>Explain and demonstrate how one would throw a cricket ball for distance, speed and accuracy.</p> <p>Select appropriate throws to gain tactical advantage.</p>	<p>Throw a variety of balls accurately, appropriate to given rules and desired outcome.</p> <p>Move while</p> <p>Deceive opponents by feinting.</p>	



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

<p>With two hands, catch a balloon being dropped directly in front.</p> <p>Use two hands to keep control of a ball.</p>	<p>Keep control of a ball in one hand while moving.</p>	<p>Throw a rugby ball in the right direction.</p> <p>Refine given skills in isolation.</p> <p>Use the body to catch and keep control of a ball throw to you.</p>	<p>Anticipate a competitor's movement and throw a ball to gain tactical advantage.</p> <p>Break down a skill into segments and support others by evaluating their performance.</p>	<p>Refine skills within games.</p>	
<p><b>Curriculum Goals:</b></p>	<p>Develop proficiency in: Multi-skills Netball Handball Athletics Rounders Football</p>	<p>Develop proficiency in: Multi-skills Dodgeball Basketball Cricket Rugby</p>	<p>Develop proficiency in: Cricket Athletics Football</p>	<p>Develop proficiency in: Rugby Handball Netball</p>	

**Outcomes for this area are embedded across all the following areas of study including the enrichment activities:**

Multi-skills  
 Netball  
 Dodgeball  
 Athletics  
 Rounders  
 Basketball  
 Cricket  
 Rugby  
 Handball  
 Multitude of PE, sport and physical activity after school clubs.  
 Intra-school and inter-school competitions and festivals.



# CURRICULUM PROGRESSION STRAND MAP PE & SPORT

## Skills and Knowledge Progression

### Area of Study: play competitive games

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Show an understanding of rules.</p>	<p>Demonstrate an awareness of position in relation to team mates.</p> <p>Demonstrate an awareness of scoring.</p>	<p>Demonstrate an awareness of position in relation to opponents.</p> <p>Explain how to stop opponents scoring.</p>	<p>Demonstrate an awareness of a given position in a game.</p> <p>Show an awareness of space within a given sport.</p>	<p>Explain and demonstrate how positional change can give a tactical advantage.</p> <p>Make decisions within a game to deceive opponents.</p> <p>Moving a ball or oneself, use space to gain a tactical advantage.</p>	<p>Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environment.</p>
<p>Show teamwork moving to help and communicating with others.</p>	<p>Demonstrate an understanding of how working as a team can help you to achieve a common goal.</p> <p>Follow simple rules.</p>	<p>Evaluate previous play with team mates.</p>	<p>Demonstrate an understanding of the rules of a game.</p> <p>Discuss future tactics based on evaluation of previous play.</p>	<p>Demonstrate the rules of a game.</p> <p>Adapt tactics during a game with increasing success.</p> <p>Explain and demonstrate how possession can help you win.</p>	
<p><b>Curriculum Goals:</b></p>	<p>Netball Dodgeball Football</p>	<p>Tennis Basketball Dodgeball</p>	<p>Hockey Football</p>	<p>Tennis Hockey Netball</p>	

**Outcomes for this area are embedded across all the following areas of study including the enrichment activities.**

Netball



# CURRICULUM PROGRESSION STRAND MAP PE & SPORT

Dodgeball  
Tennis  
Basketball  
Hockey  
Football

Multitude of PE, sport and physical activity after school clubs.  
Intra-school and inter-school competitions and festivals.

## Skills and Knowledge Progression

**Area of Study:** take part in outdoor and adventurous activity challenges both individually and within a team

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	<p>Identify where they are on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p> <p>Begin to work and behave safely when working co-operatively with others</p> <p>Work with friends to plan and share ideas</p>	<p>Orientate simple maps and plans</p> <p>Find their way back to a base point</p> <p>Listen to each other's ideas when planning a task</p> <p>Recognise that some outdoor adventurous activities can be dangerous</p> <p>Follow rules to keep self and others safe</p>	<p>Mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)</p> <p>Co-operate to share roles within a group</p> <p>Take responsibility for a role within the group</p> <p>Select appropriate equipment/route/people to solve a problem successfully</p>	<p>Draw their own maps and plans and set trails for others to follow</p> <p>Use the eight points of the compass to orientate themselves</p> <p>Plan before starting an orienteering challenge</p> <p>Together, plan and share roles within the group based on each other's strengths</p> <p>Recognise and talk about the dangers of tasks and</p>	



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

	<p>Comment on how they went about tackling a task</p> <p>Discuss how to follow trails and solve problems</p> <p>Work with friends to select appropriate equipment for the task</p>	<p>Change your ideas if they are not working</p>	<p>Choose effective strategies and change ideas if not working</p>	<p>how to keep themselves and others safe</p> <p>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</p> <p>Implement and refine strategies</p> <p>Recognise what went well and why, what you would do differently next time</p>	
<b>Curriculum Goals:</b>					

**Outcomes for this area are embedded across all the following areas of study including the enrichment activities:**

Opportunities across the curriculum in all year groups through orienteering

Year 4 & 6 residential trips

Sports Leaders



# CURRICULUM PROGRESSION STRAND MAP PE & SPORT

## Skills and Knowledge Progression

**Area of Study:** Health, fitness, wellbeing and personal development

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<p>Work and compete individually and with others in a team</p> <p>Know playing games is good for them and describe what it feels like</p> <p>Know running, jumping and throwing is good for them and describe what it feels like</p> <p>Compete fairly showing good sportsmanship</p>	<p>Begin to understand the importance of warming up</p> <p>Identify that playing extended games improves their stamina</p> <p>Compete fairly showing good sportsmanship individually and with others</p> <p>Recognise when their body is warmer or cooler and when their heart beats faster and slower</p> <p>Recognise that strength and suppleness are important parts of fitness</p>	<p>Work and compete individually and with others</p> <p>Understand how strength, stamina and speed can be improved by playing games</p> <p>Compete in small sided games fairly, showing good sportsmanship</p> <p>Explain why their body is warmer or cooler and why their heart beats faster and slower</p> <p>Explain components of fitness</p>	<p>Develop evaluative communication when working with others</p> <p>Understand how strength, stamina and speed can impact one's performance</p> <p>Compete in a variety of games fairly, showing good sportsmanship</p> <p>Explain changes in body heat and pulse and the impact this has on the body</p> <p>Explain components of fitness and how to develop them</p>	<p>Understand and explain a wider variety of the benefits of exercise and how this can support in leading a healthy lifestyle</p> <p>Identify activities that help develop stamina or power and suggest how some can be used in other types of activities</p> <p>Compete in a range of team events</p> <p>Lead physical activity and begin to coach younger pupils</p>	<p>Designs a fitness plan to address ways to use physical activity to enhance fitness</p> <p>Analyses the impact of food choices relative to physical activity, youth sports &amp; personal health</p>



## CURRICULUM PROGRESSION STRAND MAP PE & SPORT

	Develop calming techniques and self-regulate emotions with an adult	Examine the health benefits of participating in physical activity	Understand fully why exercise is good for fitness, health and wellbeing  Develop calming techniques and self-regulate emotions		
<b>Curriculum Goals:</b>	To develop competence and confidence in oneself. To understand and follow a healthy lifestyle. To understand and use strategies to support oneself and team mates' personal development. To develop a sense of teamwork, community and citizenship.				
<b>Outcomes for this area are embedded across all the following areas of study including the enrichment activities:</b> Science units of work (y3-6) Animals including humans PSHCE Curriculum					