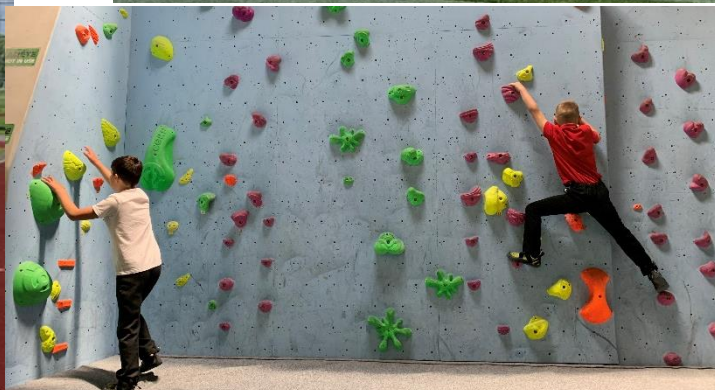


## PHYSICAL EDUCATION

### Key Aims

- Increase participation and pupil engagement in PE in both practical and classroom-based lessons.
- Develop pupil's competence to excel in a broad range of physical activities.
- Improve interpersonal and social skills through sport and physical activity.
- Provide Useful PE Qualifications.
- Educate pupils on healthy lifestyles and actively encourage healthy life choices.
- Provide opportunities for pupils take part in new sports and activities and also offer links to Sports clubs.



Primary: KS1 PE

| <b>Term</b> | <b>Unit of Study</b> | <b>Key Skills Learning</b>  |
|-------------|----------------------|---|
| Yearly      |                      | -   |
| Autumn Term | Outdoor Pursuits     | <ul style="list-style-type: none"> <li>- Follow a trail.</li> <li>- Begin to work cooperatively with others.</li> <li>- Select appropriate equipment for the task with support.</li> <li>- Follow a simple map.</li> <li>- Plan and share ideas.</li> <li>- Select appropriate equipment for the task.</li> </ul>   |
|             | Games                | <ul style="list-style-type: none"> <li>- Practice skills associated with simple games (coordination, throwing and catching).</li> <li>- Work cooperatively in teams.</li> <li>- Develop tactics.</li> <li>- Pass to teammates at appropriate times.</li> <li>- Follow the rules of the game and play fairly.</li> </ul>   |
| Spring Term | Gymnastics           | <ul style="list-style-type: none"> <li>- To copy and remember actions.</li> <li>- Travel in different ways, creating a sequence with a partner.</li> <li>- Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</li> <li>- To develop control in different simple rolls.</li> <li>- Perform gymnastic sequence with a balance, a travelling action, a jump and a roll.</li> <li>- Teach sequence to a partner and perform together.</li> <li>- Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet.</li> <li>- Develop balance on front and back so that extended arms and legs are held off the floor.</li> <li>- Begin to travel on hands and feet.</li> <li>- Bunny hop (transferring weight.)</li> <li>- To explore shapes in the air and show control when jumping and landing e.g star jump.</li> <li>- To develop control in different rolls.</li> </ul> |
|             | Swimming             | <ul style="list-style-type: none"> <li>- Float with the use of aids.</li> <li>- Blow bubbles in the water.</li> <li>- Move around the pool independently.</li> <li>- Submerge my whole head.</li> </ul>   |
| Summer Term | Dance                | <ul style="list-style-type: none"> <li>- Copy some moves and remember a short dance.</li> <li>- Move spontaneously showing some control and co- ordination.</li> <li>- Move with rhythm. - Demonstrate good balance.</li> <li>- Move with confidence when walking, hopping, jumping, landing.</li> <li>- Use own ideas to create dance Sequence</li> <li>- Move with rhythm and varying speed.</li> <li>- Demonstrate good balance.</li> </ul>  |

|  |           |  |
|--|-----------|--|
|  |           | <ul style="list-style-type: none"> <li>- Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</li> </ul>   |
|  | Athletics | <ul style="list-style-type: none"> <li>- Can run at different speeds.</li> <li>- Can jump from a standing position.</li> <li>- Performs a variety of throws.</li> <li>- Can change speed and direction while running.</li> <li>- Can jump from a standing position with accuracy</li> <li>- Performs a variety of throws with control and coordination.</li> </ul> |

Primary: Year 3+4 PE

| <u>Term</u> | <u>Unit of Study</u> | <u>Key Skills Learning</u>  |
|-------------|----------------------|---|
| Yearly      |                      | -   |
| Autumn Term | Outdoor Pursuits     | <ul style="list-style-type: none"> <li>- Orientate simple maps and plans.</li> <li>- Co-operate and share roles within a group.</li> <li>- Select appropriate equipment/route/people to solve a problem successfully.</li> <li>- Mark control points in correct position on map or plan.</li> <li>- Find way back to a base point.</li> <li>- Listen to each other's ideas when planning a task and adapt.</li> <li>- Take responsibility for a role within the group.</li> <li>- Choose effective strategies and change ideas if not working.</li> </ul>   |
|             | Games                | <ul style="list-style-type: none"> <li>- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>- Apply basic principles of attacking and defending.</li> <li>- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>- Work well as a team in competitive games.</li> </ul>   |
| Spring Term | Gymnastics           | <ul style="list-style-type: none"> <li>- Perform a gymnastic sequence with clear changes of speed, different balances with different ways of travelling.</li> <li>- Work with a partner to create a sequence.</li> <li>- Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet.</li> <li>- Explore leaping forward in stag jump, taking off from one foot and landing on the other.</li> <li>- Develop control in rolling actions on the floor, off and along apparatus or in time with a partner. Work with a partner to create a sequence using travelling and space.</li> <li>- Balance on floor and apparatus exploring which body parts are the safest to use.</li> <li>- Explore balancing with a partner: facing, beside, behind and on different levels.</li> </ul> |

|             |           |   |
|-------------|-----------|---|
|             |           | <ul style="list-style-type: none"> <li>- Move in and out of balance fluently.</li> <li>- Add a quarter or half turn into a jump before landing.</li> <li>- Perform the full forward roll Begin the backward roll</li> </ul>   |
|             | Swimming  | <ul style="list-style-type: none"> <li>- Understand how to achieve a streamlined body position.</li> <li>- Push and glide.</li> <li>- Swim 1 stroke with good technique over at least 10 metres.</li> <li>- Submerge to pick an object off of the bottom of the pool</li> </ul>   |
| Summer Term | Dance     | <ul style="list-style-type: none"> <li>- Create a dance phrase with a partner and in a small group.</li> <li>- Move in time with music.</li> <li>- Perform dance to an audience showing confidence.</li> <li>- Demonstrate use of space – levels, directions, pathways and body shape.</li> <li>- Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting.</li> <li>- Remember and repeat a dance phrase with improved clarity and accuracy.</li> <li>- Link phrases to music.</li> <li>- Show co- ordination, control and strength.</li> <li>- Show focus, projection and musicality.</li> <li>- Demonstrate different dance actions – travel, turn, gesture, jump and stillness.</li> <li>- Demonstrate dynamic qualities – speed, energy and continuity</li> </ul> |
|             | Athletics | <ul style="list-style-type: none"> <li>- Beginning to run at speeds appropriate for the distance.</li> <li>- Can perform a running jump.</li> <li>- Performs a variety of throws with different equipment.</li> <li>- Develop running techniques and confidence.</li> <li>- Can perform a running jump with accuracy.</li> <li>- Developing accuracy in throwing using equipment safely.</li> </ul>   |

Primary: Year 5+6 PE

| <b>Term</b> | <b>Unit of Study</b> | <b>Key Skills Learning</b>  |
|-------------|----------------------|---|
| Yearly      |                      | -   |
| Autumn Term | Outdoor Pursuits     | <ul style="list-style-type: none"> <li>- Plan and share roles within the group based on each other's strengths.</li> <li>- Adapt roles or ideas if they are not working.</li> <li>- Recognise and talk about the dangers of tasks.</li> <li>- Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>- Understand individuals' roles and responsibilities.</li> <li>- Recognise how to keep themselves and others safe.</li> <li>- Implement and refine strategies.</li> </ul>  |
|             | Games                | <ul style="list-style-type: none"> <li>- Field, defend and attack tactically by anticipating the direction of play.</li> <li>- Use the skills e.g of throwing and catching to gain points in competitive games.</li> <li>- Be able to extend and add to games ideas to increase or decrease the challenge.</li> <li>- Choose the most appropriate tactics for a game.</li> <li>- Lead others and act as a respectful team member.</li> </ul>  |
| Spring Term | Gymnastics           | <ul style="list-style-type: none"> <li>- Create complex and well executed sequences that include a range of movements: - - travelling - - balances - - swinging - - bending - - stretching - - twisting - gestures - linking shapes.</li> <li>- Perform balances with control, showing good body tension.</li> <li>- Mirror and match partner's balance.</li> <li>- Travel in different pathways on the floor and using apparatus, explore different entry and exit points other than travelling in a straight line on apparatus.</li> <li>- Make symmetrical and asymmetrical shapes in the air.</li> <li>- Explore different starting and finishing positions when rolling</li> <li>- Create a longer more complex sequence of up to 10 elements.</li> <li>- Explore and develop control in taking some/all of a partner's weight using counter balance and counter tension.</li> <li>- Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</li> <li>- Travel in time with a partner, move away from and back to a partner.</li> <li>- Jump along, over and off apparatus of varying height with control in the air and on landing.</li> <li>- Explore symmetry and asymmetry throughout the rolling actions</li> </ul> |
|             | Swimming             | <ul style="list-style-type: none"> <li>- Understand the importance of a streamlined body position.</li> <li>- Able to tread water</li> <li>- Swim 1 stroke with a controlled and an efficient technique.</li> <li>- Able to perform a sculling action</li> </ul>  |
| Summer Term | Dance                | <ul style="list-style-type: none"> <li>- Use simple motifs and movement patterns to structure their own dance phrases on own, with partner and small groups.</li> </ul>   |

|  |           |   |
|--|-----------|---|
|  |           | <ul style="list-style-type: none"> <li>- Perform dance to an audience showing confidence and clarity of actions.</li> <li>- Show co- ordination, control, alignment, flow of energy and strength.</li> <li>- Show focus, projection, sense of style and musicality.</li> <li>- Demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>- Remember and repeat a more challenging dance phrase with improved fluency.</li> <li>- Works imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</li> <li>- Demonstrate dynamic qualities – speed, energy, continuity, rhythm.</li> <li>- Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact.</li> </ul> |
|  | Athletics | <ul style="list-style-type: none"> <li>- Develop running techniques and confidence.</li> <li>- Can perform a running jump with components.</li> <li>- Developing accuracy in throwing using equipment safely.</li> <li>- Begin to record peers performances.</li> <li>- Develop running techniques and confidence.</li> <li>- Can perform a running jump with components accurately.</li> <li>- Developing accuracy in throwing using equipment safely.</li> <li>- Begin to record peers performances and evaluate them.</li> </ul>   |

KS3 Core PE

| <u>Term</u> | <u>Unit of Study</u> | <u>Key Skills Learning</u>   |
|-------------|----------------------|--|
| Autumn Term | Football             | <ul style="list-style-type: none"> <li>- Movement with the ball – Dribbling, Receiving &amp; Turning.</li> <li>- Passing and movement off the ball.</li> <li>- Passing Variations.</li> <li>- Shooting.</li> <li>- Attack/outwitting an opponents.</li> </ul>                              |
|             | Badminton            | <ul style="list-style-type: none"> <li>- The grip and ready position.</li> <li>- The underarm clear.</li> <li>- The overhead clear.</li> <li>- The drop shot.</li> <li>- Basic underarm service + court lines.</li> <li>- Outwitting Opponents in a competitive game situation.</li> </ul> |
| Spring Term | Swimming             | <ul style="list-style-type: none"> <li>- Program of study planned and delivered by qualified swimming coach.</li> </ul>  |
|             | Cricket              | <ul style="list-style-type: none"> <li>- Ball familiarisation/catching.</li> <li>- Fielding.</li> <li>- Bowling.</li> <li>- Batting.</li> <li>- Game situations/basic strategies.</li> <li>- Outwitting Opponents in a competitive game situation.</li> </ul>                              |
| Summer Term | Tennis               | <ul style="list-style-type: none"> <li>- Racket &amp; Ball familiarisation.</li> <li>- Forehand.</li> <li>- Outwitting opponents.</li> <li>- Backhand.</li> <li>- Outwitting Opponents in competitive games.</li> </ul>  |
|             | Athletics            | <ul style="list-style-type: none"> <li>- Throwing – shot putt.</li> <li>- Throwing – javelin.</li> <li>- Jumping- long jump.</li> <li>- Jumping - high jump.</li> <li>- Sprint running technique (100/200/400m).</li> <li>- Hurdles.</li> </ul>  |

KS4 Core PE

| <u>Term</u> | <u>Unit of Study</u> | <u>Key Skills Learning</u>   |
|-------------|----------------------|--|
| Autumn Term | Football             | <ul style="list-style-type: none"> <li>- Passing, Control &amp; Turning.</li> <li>- Heading.</li> <li>- Shooting.</li> <li>- Attack/Beating an opponent.</li> <li>- Defensive Tactics.</li> <li>- Set Plays</li> </ul>   |
|             | Badminton            | <ul style="list-style-type: none"> <li>- Movement and forehand rallying.</li> <li>- Overhead Clear.</li> <li>- Smash/Jump Smash.</li> <li>- Drop shot (underarm and overarm).</li> <li>- Doubles and singles tactics.</li> <li>- Outwitting Opposition.</li> </ul> |
| Spring Term | Fitness              | <ul style="list-style-type: none"> <li>- Methods of training – Interval training.</li> <li>- Methods of training – Fartlek training.</li> <li>- Components of fitness testing.</li> <li>- Circuits</li> <li>- Circuits – Sport specific</li> </ul>                 |
|             | Cricket              | <ul style="list-style-type: none"> <li>- Fielding fundamentals.</li> <li>- Batting-defensive shots.</li> <li>- Batting- cut.</li> <li>- Bowling-spin/pace.</li> <li>- Wicket keeping.</li> <li>- Competitive game situations.</li> </ul>                           |
| Summer Term | Tennis               | <ul style="list-style-type: none"> <li>- Ground strokes/ Outwitting opponents.</li> <li>- Topspin.</li> <li>- Service development.</li> <li>- Lob/smash.</li> <li>- Drop shot.</li> <li>- Outwitting Opponents in competitive games</li> </ul>                     |
|             | Athletics            | <ul style="list-style-type: none"> <li>- Throwing – shot putt.</li> <li>- Throwing – javelin.</li> <li>- Jumping - High jump.</li> <li>- Jumping- long jump.</li> <li>- Sprint running technique (100/200/400m/relays).</li> <li>- Hurdles</li> </ul>              |



| Sport               | Local Club Information  |  |
|---------------------|---|--|
| Football            | <a href="https://www.thefa.com/play-football">https://www.thefa.com/play-football</a> - This webpage is a fantastic way to find a local club  |  |
| Rugby               | <b>Carlisle Rugby Club</b><br>Rugby Ground/Warwick Rd<br>Carlisle<br>Cumbria<br>CA1 1LW<br>01228 521300   | <b>Creighton Rugby Club</b><br>Sycamore Lane<br>Parkland<br>Carlisle<br>Cumbria<br>CA1 3SR<br>01228 521169 |
| Badminton           | <b>Border Badminton Club</b><br>Brian Skinner - 01228 521558  | <b>Cumbria Schools Badminton Chairman</b><br>Andy Lovatt<br><br>Tel: 01228 545180<br>Mob: 07855423635      |
| Basketball          | <b>Carlisle Panthers Basketball Club</b><br><a href="mailto:carlislepanthers@hotmail.co.uk">carlislepanthers@hotmail.co.uk</a><br>Tel: 07772982832<br>Email: <a href="mailto:cannonterry@hotmail.com">cannonterry@hotmail.com</a>   |  |
| Athletics           | <b>Border Harriers Athletics club</b><br>Mike Smith – Junior Team Manager<br>Tel: 01228675139<br>Mob: 07789137063   |  |
| Cricket             | Carlisle Cricket Club<br>Cavendish Terrace<br>Carlisle CA3<br><b>E-mail:</b> <a href="mailto:info@carlislecricketclub.co.uk">info@carlislecricketclub.co.uk</a><br><b>Phone:</b> <a href="tel:01228528593">01228 528593</a><br><b>Website:</b> <a href="http://www.carlislecricketclub.co.uk">www.carlislecricketclub.co.uk</a> |  |
| Climbing/Bouldering | <b>Eden Rock Carlisle</b><br>9 Brunel Way<br>Durrhill Industrial Estate<br>Carlisle<br>CA1 3NQ<br><a href="mailto:carlisle@edenrockclimbing.com">carlisle@edenrockclimbing.com</a><br><a href="tel:01228522127">01228 522 127</a><br><a href="tel:07514692424">07514 692 424</a>  |  |

## **ENRICHMENT OPPORTUNITIES**

KS4 options -BTEC Sport L1

NIBAS Level 1, 2, 3

## **HOW TO SUPPORT YOUR CHILD'S LEARNING**

The best way to support your child's learning in Physical Education and sport is by giving them as many opportunities to enjoy sport and physical activity as possible. This support may be seen in allowing children to join sports clubs or take part in extracurricular sports clubs provided by the school. Another key way that you can support your child's learning is to model a positive healthy lifestyle yourself. By taking part in regular physical activity this could potentially leave a lasting impact on your child's development.

## **WHERE TO GO:**

Go and watch or take part in local sports clubs.

Visit one of the many activity centres in the Lake District, these include: Rookin House Activity Centre Ltd, King Kong Climbing centre.

The English Institute of Sport Sheffield

The HSBC UK National Cycling Centre - Manchester

Snow Factor Glasgow

## **WHAT TO WATCH:**

Sports documentaries including: Icarus, The Dawn Wall, Senna, Fire in Babylon, The Test, Free Solo, Hoop Dreams, Trophy Kids

Watching Live sport is a great way to improve understanding of sports and sporting activities.

Inspiring fictional movies based on sports: Concussion, Goal, Coach Carter, Remember the Titans, Like Mike, Eddie the Eagle, The Blind Side, Bend it Like Beckham, Miracle.

## **WHAT TO READ:**

Autobiographies about athlete's lives and careers: Behind the Mask: My Autobiography - Tyson Fury, Too Many Reasons to Live- Rob Burrows, Alex Ferguson - My Autobiography.

Non-fiction books about sport - Into Thin Air - Jon Krakaur, Born to Run: The hidden tribe - Christopher McDougall, Bounce - Matthew Syed, Black Box Thinking - Matthew Syed, The Greatest - Matthew Syed.

## **ONLINE**

BBC Bitesize PE - <https://www.bbc.co.uk/bitesize/subjects/zdhs34j>

GOPHER Sports - <https://www.gophersport.com/resources/physical-education-site-resources>

Think Active - <https://www.thinkactive.org/gettingactive/kids-active-learning/>

## **FUTURE CAREERS:**

Physical education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists, and chiropractors have a degree in PE? Some careers that you could consider doing with PE include:

- Sports science
- PE teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer