

PE Vision



Our School Vision

But those who hope in the Lord will renew their strength.
They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

Isaiah 40:31

Rationale

- Promote high aspirations
- Promote opportunities for cultural capital
- Create a vocabulary rich curriculum

Intent

As a church school we acknowledge that all of our pupils are significant to God. We therefore value each child's unique personality and aim to develop their character, talents and abilities to the fullest in His name. Our PE curriculum is an intrinsic part of this, unlocking the potential of each child, so that they can flourish.

At Holy Trinity we believe that the study of Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure all children attain optimum health and fitness, both physical and emotional. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.

Our curriculum aims to improve the wellbeing and fitness of all children at Holy Trinity, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We want PE lessons to embed all of the lifelong cooperative skills needed; working in a team, communication, leadership and fair play to be embedded in the workplace.

To support our planning, we use a scheme of work called '**ThePEHub**'. ThePEHub programme has been developed to give ALL children the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. It places the learner at the heart of what we do with the ultimate goal of children feeling valued, included, challenged and supported in their learning.

Implementation

At Holy Trinity C of E Primary School, the PE program is taught by our class teachers and supported by Mr Pastore, our specialist PE Teacher. The exception is swimming as this is taught by specialised swimming instructors at our local swimming pool. We provide:

- Two high quality PE lessons each week, covering two sporting disciplines every half term. These lessons support a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure which are aligned to the National Curriculum. We recognise that all children have diverse abilities and ensure that (using ThePEhub planning) all lessons are differentiated to promote an inclusive approach,
- Swimming lessons for Years 5 and 6 take place in a 2-week intensive block. Children are provided ten, 1-hour lessons to support them in achieving the national curriculum expectations. We also provide booster sessions for any children that are still not meeting the desired outcomes by year 6.
- Opportunities for children to attend competitive sporting events within Camden; this is an inclusive approach which endeavours to develop teamwork and leadership skills.
- Opportunities for leadership; year 6 become Sports Leaders for key sporting and PA events (Sports Day and HUFF day) to act as role models for younger children.
- Workshops covering a variety of sports are planned to encourage the participation of sporting minorities For example, we participate in Young Women's Sport's Day which acts as a catalyst to inspire more girls to enjoy sport on a regular basis.

Impact

Children at Holy Trinity leave school with key skills and a life-time love of health and fitness. Children learn about the impact and importance of healthy body, healthy mind. PE lessons give children a platform and concrete understanding of how sport and exercise can, and should be sustained throughout their lives. Our impact can be seen through their positive attitudes and motivation to employ these underpinning skills in an independent and effective way. They should also have the communication, teamwork and leadership skills in which they can transfer to other situations.

We measure the impact of our curriculum through the following methods:

- Analysis of assessment data
- Annual reporting of standards across the curriculum
- Pupil discussions about their learning (pupil voice)
- Analysis of spending of PE and Sport Premium
- Learning walks and reflective staff feedback (teacher voice)
- Photo and video evidence of the children's practical learning
- Analysis of pupil participation in competitions and clubs
- Governor monitoring with our subject PE co-ordinator

SMSC

- **Spiritual** – Pupils develop their knowledge and understanding of the body's performance when exercising; this leaves pupils amazed at the body's ability. This is also linked to the Christian value 'Courage, as pupils have to show courage when exploring the body's capabilities. Through Dance and sports such as Gymnastics pupils are being creative, expressing feelings and emotions in their performances. Allowing pupils' reflection time to evaluate their experiences allows them to build a positive mindset and promotes progression. Pupils will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.
- **Moral** – Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson at Holy Trinity Primary School. Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving pupils a sense of justice, and how to respond appropriately when they feel there is an injustice. The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules.
- **Social** – The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the pupils roles such as leaders, coaches, or umpires, and offers pupils the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Pupils are encouraged to reflect upon feelings of enjoyment and determination.
- **Cultural** – Pupils are given the opportunity to explore dances and learn games from different traditions and cultures including their own. Pupils also recognise and discuss the differences between male and female roles within sport, at both elite and amateur levels. Compassion and respect for other culture and traditions is also displayed by all when exploring unfamiliar games or dances. Pupils will discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

This document outlines how we will cover the relevant knowledge and skills for PE at Holy Trinity CofE Primary School across all year groups. Our teachers will deliver PE content through following '**ThePEHub**' scheme of work at their own discretion, ensuring that every child is working at the expected standard by meeting the key outcomes below. Below you will find the **UNIT FOCUS** for each unit of work. **For a more detailed skills list, please look at [Skills Progression Map 2](#)**

Year Group	1	2	3	4	5	6
Dance	<p>Unit 1</p> <p>Respond to a range of stimuli and types of music</p> <p>Explore space, direction, levels and speeds</p> <p>Experiment creating actions and performing movements with different body parts</p>	<p>Unit 1</p> <p>Describe and explain how performers can transition and link shapes and balances</p> <p>Perform basic actions with control and consistency at different speeds and on different levels</p> <p>Challenge themselves to move imaginatively responding to music</p> <p>Work as part of a group to create and perform short movement sequences to music</p>	<p>Unit 1</p> <p>Practise different sections of a dance aiming to put together a performance</p> <p>Perform using facial expressions</p> <p>Perform with a prop</p>	<p>Unit 1</p> <p>Work to include freeze frames in routines</p> <p>Practise and perform a variety of different formations in dance</p> <p>Develop a dance to perform as a group with a set starting position</p>	<p>Unit 1</p> <p>Perform different styles of dance fluently and clearly</p> <p>Refine & improve dances adapting them to include the use of space rhythm & expression</p> <p>Worked collaboratively in groups to compose simple dances</p> <p>Recognise and comment on dances suggesting ideas for improvement</p>	NA
	<p>Unit 2</p> <p>Able to build simple movement patterns from given actions</p> <p>Compose and link actions to make simple movement phrases</p> <p>Respond appropriately to supporting concepts such as canon and levels</p>	<p>Unit 2</p> <p>Perform using more sophisticated formations as well as an individual</p> <p>Explore relationships through different dance formations</p> <p>Explain the importance of emotion and feeling in dance</p> <p>Use the stimuli to copy, repeat and create dance actions and motifs</p>	<p>Unit 2</p> <p>Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies</p> <p>Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</p>	<p>Unit 2</p> <p>Developing choreography and devising skills in relation to a theme</p> <p>Exploring dynamic quality and formations to communicate character</p> <p>Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience</p>	<p>Unit 2</p> <p>Using professional examples to inspire ideas for explosive action</p> <p>Owning and exploring new movement possibilities</p> <p>Work with devices to add interest to action and explore different types of jumps</p>	NA

	1	2	3	4	5	6
Gymnastics	<p><u>Unit 1</u></p> <p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link.</p>	<p><u>Unit 1</u></p> <p>Describe and explain how performers can transition and link gymnastic elements</p> <p>Perform with control and consistency basic actions at different speeds and on different levels</p> <p>Challenge themselves to develop strength and flexibility</p> <p>Create and perform a simple sequence that is judged using simple gymnastic scoring</p>	<p><u>Unit 1</u></p> <p>Modify actions independently using different pathways, directions and shapes</p> <p>Consolidate and improve the quality of movements and gymnastics actions</p> <p>Relate strength and flexibility to the actions and movements they are performing</p> <p>To use basic compositional ideas to improve sequence work—unison</p>	<p><u>Unit 1</u></p> <p>To become increasingly competent and confident to perform skills more consistently</p> <p>Able to perform in time with a partner and group</p> <p>Use compositional ideas in sequences such as changes in height, speed and direction</p>	<p><u>Unit 1</u></p> <p>Create longer and more complex sequences and adapt performances</p> <p>Take the lead in a group when preparing a sequence</p> <p>Develop symmetry individually, as a pair and in a small group</p> <p>Compare performances and judge strengths and areas for improvement</p> <p>Select a component for improvement. For example—timing or flow</p>	<u>NA</u>
	<p><u>Unit 2</u></p> <p>To perform a variety of basic gymnastics actions showing control</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns</p> <p>To perform longer movement phrases and link with confidence</p>	<p><u>Unit 2</u></p> <p>Develop body management through a range of floor exercises</p> <p>Use core strength to link recognised gymnastics elements, e.g., back support and half twist</p> <p>Attempt to use rhythm while performing a sequence</p>	<p><u>Unit 2</u></p> <p>Identify similarities and differences in sequences</p> <p>Develop body management over a range of floor exercises</p> <p>Attempt to bring explosive moves into floor work through jumps and leaps</p> <p>Show increasing flexibility in shapes and balances</p>	<p><u>Unit 2</u></p> <p>Develop an increased range of body actions and shapes to include in a sequence</p> <p>Define muscles groups needed to support the core of their body</p> <p>Refine taking weight on small and large body parts, for example, hand and shoulder</p>	<p><u>Unit 2</u></p> <p>Take responsibility for own warm-up including remembering and repeating a variety of stretches</p> <p>Perform more complex actions, shapes and balances with consistency</p> <p>Use information provided by others to improve performance</p> <p>Remember and repeat longer sequences with more difficult actions</p>	<u>NA</u>

	1 <i>'Attack, Defend, Shoot'</i>	2 <i>'Attack, Defend, Shoot'</i>	3	4	5	6
Invasion Games	<u>Unit 1</u> To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and coordination	<u>Unit 1</u> Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.	<u>Football</u> Able to show basic control skills including sending and receiving the ball. To send the ball with some accuracy to maintain possession and build attacking play. To implement the basic rules of football.	<u>Football</u> Introduce some defensive skills Dribbling in different directions using different parts of their feet Passing for distance Evaluating skills to aid improvement	<u>Football</u> To play effectively in a variety of positions and formations on the pitch Relate a greater number of attacking and defensive tactics to gameplay Become more skilful when performing movements at speed	<u>Football</u> Choose and implement a range of strategies to attack and defend To perform a wider range of more complex skills Recognise and describe good individual and team performances Suggest, plan and lead simple drills for given skill
	<u>Unit 2</u> To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining the reasons why we enjoy exercise.	<u>Unit 2</u> To select and apply a small range of simple tactics Recognise good quality in self and others To work with others to build basic attacking play	<u>Netball</u> To be able to perform basic netball skills such as passing and catching using recognised throws To use space efficiently to build attacking play To implement the basic rules of netball	<u>Netball</u> Introduce high five netball positions Acquire and apply basic shooting techniques Develop netball skill such as marking and footwork	<u>Netball</u> To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills To begin to play efficiently in different positions on the court in both attack and defence To increase power and strength of passes, moving the ball over longer distances	<u>Hockey</u> To choose and implement a range of strategies and tactics to attack and defend To combine and perform more complex skills at great speed To recognise and describe good individual and team performances To suggest, plan and lead a warm-up as a small group <u>Tag Rugby</u> Choose and implement a range of strategies and tactics to attack and defend Combine and perform more complex skills at speed Observe, analyse and recognise good individual and team performances Suggest, plan and lead a warm up as a small group

	1 <i>'Hit, Catch, Run'</i>	2 <i>'Hit, Catch, Run'</i>	3	4	5	6
Striking and Fielding Games	<u>Unit 1</u> Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.	<u>Unit 1</u> To developing hitting skills with a variety of bats Practice feeding/bowling skills Hit and run to score points in games	<u>Cricket</u> To be able to adhere to some of the basic rules of cricket To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency including striking a bowled ball	<u>Cricket</u> To develop the range of Cricket skills they can apply in a competitive context Choose and use a range of simple tactics in isolation and in a game context Consolidate existing skills and apply with consistency	<u>Cricket</u> Link together a range of skills and use in combination Collaborate with a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to cricket, e.g. power, flexibility and cardiovascular endurance	<u>Cricket</u> Apply with consistency standard cricket rules in a variety of different styles of games Attempt a small range of recognised shots in isolation and in competitive scenarios Use a range of tactics for attacking and defending in the role of bowler, batter and fielder
	<u>Unit 2</u> Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics	<u>Unit 2</u> Work on a variety of ways to score runs in the different hit, catch, run games Work in teams to field Begin to play the role of wicketkeeper or backstop	<u>Rounders</u> To be able to play simple rounders games To apply some rules to games To develop and use simple rounders skills	<u>Rounders</u> To develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in isolation and a game context Identify different positions in rounders and the roles of those positions	<u>Rounders</u> Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance	<u>Rounders</u> Apply rounders rules consistently in conditioned games Play small sided games using standard rounders pitch layout Use a range of tactics for attacking and defending in the role of bowler, batter and fielder

	1 <i>'RUN, JUMP, THROW'</i>	2 <i>'RUN, JUMP, THROW'</i>	3	4	5	6
Athletics	<p><u>Unit 1</u></p> <p>Pupils will begin to link running and jumping.</p> <p>To learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p>	<p><u>Unit 1</u></p> <p>Develop power, agility, coordination and balance over a variety of activities</p> <p>Can throw and handle a variety of objects including quoits, beanbags, balls, hoops</p> <p>Can negotiate obstacles showing increased control of body and limbs</p>	<p>Control movements and body actions in response to specific instructions</p> <p>Demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p>	<p>Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities</p> <p>Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy</p>	<p>Become confident and expert in a range of techniques and recognise their success</p> <p>Apply strength and flexibility to a broad range of throwing, running and jumping activities</p> <p>Work in collaboration and demonstrate improvement when working with self and others</p> <p>Accurately and confidently judge across a variety of activities</p>
	<p><u>Unit 2</u></p> <p>Increase stamina and core strength needed to undertake athletics activities</p> <p>Take part in a broad range of opportunities to extend strength, balance, agility and coordination</p> <p>Cooperate with others to carry out more complex physical activities</p>	<p><u>Unit 2</u></p> <p>Improve running and jumping movements, work for sustained periods of time</p> <p>Reflect on activities and make connections between a healthy active lifestyle</p> <p>Experience and improve on jumping for distance and height</p>				

	1 <i>Send and Return</i>	2 <i>Send and Return</i>	3	4	5	6
Net and Wall Games	<p><u>Unit 1</u></p> <p>Able to send an object with increased confidence using hand or bat.</p> <p>Move towards a moving ball to return.</p> <p>Sending and returning a variety of balls.</p> <p><u>Unit 2</u></p> <p>Develop sending skills with a variety of balls</p> <p>Track, intercept and stop a variety of objects such as balls and beanbags</p> <p>Select and apply skills to beat the opposition</p>	<p><u>Unit 1</u></p> <p>Be able to track the path of a ball over a net and move towards it</p> <p>Begin to hit and return a ball using a variety of hand and racquet with some consistency</p> <p>Play modified net/wall games throwing, catching and sending over a net</p> <p><u>Unit 2</u></p> <p>Be able to make it difficult for their opponent to score a point</p> <p>Begin to choose specific tactics appropriate to the situation</p> <p>Transfer net/wall skills to volleyball style games</p> <p>Improve agility and coordination and use in a game</p>	NA	NA	NA	NA

	1	2	3	4	5	6	
Fitness Distanced Learning	<p>To keep moving during the 20 second windows</p> <p>To raise heart rate</p> <p>Undertake coordination activity</p> <p>To work consistently across each activity</p> <p>Discuss why we need to rest during exercise</p> <p>Decide which activity they liked best and why</p> <p>Grasp the concept that the heart is a muscle</p> <p>Develop strength by performing a range of exercises</p> <p>Record their own score in the AMRAP</p> <p>Play safely with energy in a restricted space</p> <p>Keep track of where they are in an exercise</p> <p>Identify their favourite part of the lesson, some explain why</p> <p>Work under time pressure</p> <p>Demonstrate determination to work quickly</p> <p>Relax and act in a calm manner</p> <p>Challenge themselves to match or improve their score</p> <p>Compare their score to their previous score</p> <p>Recognise what is happening to their body as they get tired</p>				<p>To keep moving during the 20 second windows</p> <p>To raise heart rate</p> <p>Undertake coordination activity</p> <p>To work consistently across each activity</p> <p>Identify challenges within the workout</p> <p>Show determination to keep moving even when tired</p> <p>Describe the principles of an AMPRAP workout</p> <p>Develop strength by performing a range of exercises</p> <p>Accurately score rounds and reps</p> <p>Accurately replicate the warm-up showing control</p> <p>Keep track of where they are in an exercise</p> <p>Identify what you found most difficult and why</p> <p>Work under time pressure</p> <p>Demonstrate determination to work quickly</p> <p>Explain why relaxing is important for our health</p> <p>Challenge themselves to match or improve their score</p> <p>Calculate the difference in their score to the previous session</p> <p>Discuss what is happening to their bodies when they exercise</p>		

	1	2	3	4	5	6
<p>Swimming</p> <p>Run by Swimphony at Swiss Cottage Leisure Centre</p> <p>Statements from ThePEHUB</p>	NA	NA	<p>Swim short distances unaided between 5 & 20 metres using one consistent stroke</p> <p>Propel themselves over longer distances with the assistance of swimming aids</p> <p>Move with more confidence in the water including submerging themselves fully</p> <p>Enter and exit the water independently</p>	<p>Swim over greater distances, between 10 & 20 meters with confidence in shallow water</p> <p>Begin to use basic swimming techniques including correct arm and leg action</p> <p>Explore and use basic breathing patterns</p> <p>Enter and exit the water in a variety of ways</p> <p>Take part in problem-solving activities such as group floats and team challenges</p>	<p>Bring control and fluency to at least two recognised strokes</p> <p>Implement good breathing technique to allow for smooth stroke patterns</p> <p>Attempt personal survival techniques as an individual and group with success</p> <p>Link lengths together with turns and attempt tumble turn in isolation and during a stroke</p>	NA
<p>National Curriculum Targets:</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke</p> <p>Perform safe self-rescue in different water-based situations.</p>						
	1	2	3	4	5	6
Healthy lifestyle	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body.</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understand the need to warm up and cool down.</p>

