

SPRINGFIELD JUNIOR SCHOOL
PE Curriculum Overview 2022-23



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Real Gym 1 – Travel and rotation (Applying Physical) PACBALL	Real Dance (Creative)	Real PE Unit 1 (Personal)	Real Gym 2 – Flight and balance (Applying Physical)	Real PE Unit 3 (Cognitive)	Real PE Unit 5 (Applying Physical)
	<p>Build on and secure from KS1: Move confidently in different ways. Perform a single skill or movement with some control. Perform a small range of skills and link two movements together Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction, or speed.</p>	<p>Build on and secure from KS1: Observe and copy others. Explore and describe different movements. Begin to compare movements and skills with those of others. Select and link movements together to fit a theme.</p> <p>Start to develop: Make up my own rules and versions of activities. Respond differently to a variety of music and recognise similarities and differences in movements and expression.</p>	<p>Build on and secure from KS1: Enjoy working on simple tasks with help. Follow instructions, practise safely and work on simple tasks by myself. Try several times if at first, I don't succeed and I ask for help when appropriate.</p> <p>Start to develop: Know where I am with my learning and begin to challenge myself.</p>	<p>Build on and secure from KS1: Move confidently in different ways. Perform a small range of skills and link two movements together Perform a range of skills with some control and consistency. Perform a sequence of movements with some changes in level, direction, or speed.</p> <p>Start to develop: Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p>	<p>Build on and secure from KS1: Order instructions, movements, and skills. Recognise similarities and differences in performance Start to develop: Understand the simple tactics of attacking and defending. Explain what I am doing well and begin to identify areas for improvement.</p>	<p>Apply balancing skills from Gym Unit 2 in sports specific context</p> <p>Build on and secure from KS1: Move confidently in different ways. Perform a small range of skills and link two movements together Perform a sequence of movements with some changes in level, direction, or speed.</p> <p>Start to develop: Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p>

	Real PE Unit 2 (Social)	OAA Linked to Social unit	Invasion games - football	Real PE Unit 4 (Creative)	Athletics	Real PE Unit 6 (Health & Fitness)
	<p>Build on and secure from KS1: Play with others and take turns and share with help. Work sensibly with others, taking turns and sharing. Help, praise and encourage others in their learning.</p> <p>Start to develop: Show patience and support others, listening carefully to them about our work. Show and tell others about my ideas.</p>			<p>Build on and secure from KS1 and earlier Y3 in a different context: Observe and copy others. Explore and describe different movements. Begin to compare movements and skills with those of others.</p> <p>Continue to develop in a different context: Make up my own rules and versions of activities. Respond differently to a variety of tasks and recognise similarities and differences in movements and expression.</p>		<p>Build on and secure from KS1: Be aware of the changes to the way I feel when I exercise. Be aware of why exercise is important for good health. Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely.</p> <p>Start to develop: Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down.</p>

Year 4	Real PE Unit 1 (Personal)	Real Dance (Creative) PACBALL	Real Gym 1 – Balance and rotation (Applying Physical)	Real Gym 2 – Flight and travel (Applying Physical)	Real PE Unit 3 (Cognitive)	Real PE Unit 5 (Applying Physical)
	<p>Build on and secure from Y3: Follow instructions, practise safely and work on simple tasks by myself. Know where I am with my learning and begin to challenge myself.</p>	<p>Build on and secure from Y3: Respond differently to a variety of music and recognise similarities and differences in movements and expression.</p>	<p>(Revisit Y3 H&F skill - Use equipment appropriately and move and land safely)</p> <p>Build on and secure from Y3: Perform a small range of skills and link two movements together Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p>	<p>(Revisit Y3 H&F skill - Use equipment appropriately and move and land safely)</p> <p>Build on and secure from last unit in a different context: Perform a small range of skills and link two movements together Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p> <p>Start to develop: Link actions together so they flow. Perform a variety of movements with good body tension.</p>	<p>Build on and secure from Y3: Understand the simple tactics of attacking and defending. Explain what I am doing well and begin to identify areas for improvement.</p>	<p>Transferring skills from Gym Units in sports specific context</p> <p>Secure in sports specific context: Perform a small range of skills and link two movements together Perform and repeat longer sequences with clear shapes and controlled movement. Select and apply a range of skills with good control and consistency.</p> <p>Continue to develop: Link actions together so they flow in jumping, running, and throwing activities. Perform a variety of movements with good body tension.</p>

	<p>Real PE Unit 2 (Social)</p>	<p>Invasion games – hockey</p>	<p>Tag Rugby Linked to cognitive unit Y3 – apply to specific sports contexts</p>	<p>Real PE Unit 4 (Creative)</p>	<p>Real PE Unit 6 (Health & Fitness)</p>	<p>Striking and fielding - Cricket</p>
	<p>Build on and secure from Y3: Work sensibly with others Show patience and support others, listening carefully to them about our work. Show and tell others about my ideas.</p>			<p>Build on and secure from Y3: Make up my own rules and versions of activities. Respond differently to a variety of tasks and recognise similarities and differences in movements.</p>	<p>Build on and secure from Y3: Be aware of why exercise is important for good health. Use equipment appropriately and move and land safely. Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down.</p>	

Year 5	Swimming	Swimming	Real Dance (Creative)	Real PE Unit 3 (Social)	Real PE Unit 4 (outdoor weather dependent) (Applying Physical)	Net and Wall - Tennis
	<p>Many of our pupils have no experience of formal swimming lessons and little water confidence.</p> <p>Y5 swimming provision aims to:</p> <ul style="list-style-type: none"> - develop confidence - develop techniques for safe self-rescue (e.g., floating) - begin to develop a competent swimming style <p>To extend those already able to swim competently, we aim to:</p> <ul style="list-style-type: none"> - develop ability to use a range of strokes effectively 		<p>Revisit from Y4: Respond differently to a variety of music and recognise similarities and differences in movements and expression.</p> <p>Start to Develop: Link actions and develop sequences of movements that express my own ideas. Change tactics, rules, or tasks to make activities more fun or challenging.</p>	<p>Revisit from Y4: Work sensibly with others Show patience and support others, listening carefully to them about our work. Show and tell others about my ideas.</p> <p>Start to Develop: Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task.</p>	<p>Build on and secure from Y4 in a different context: Link actions together so they flow in jumping, running, and throwing activities. Perform a variety of movements with good body tension.</p> <p>Start to develop: Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practise situations.</p>	

Classes to switch units at half term		Real PE Unit 5 (Health & Fitness)	Invasion games – basketball Linked to cognitive – apply to specific sports contexts	Athletics Linked to Personal Linked to Applying Physical	Real PE Unit 6 (Personal)
Indoor – Real Gym 1 (Applying Physical)	Outdoor - Real PE Unit 1 (Cognitive)				
<p>Revisit from earlier in Y5 in a different context: Link actions together so they flow in jumping, running, and throwing activities. Perform a variety of movements with good body tension.</p> <p>Continue to develop: Perform a range of skills fluently and accurately.</p>	<p>Revisit from Y4: Understand the simple tactics of attacking and defending. Explain what I am doing well and begin to identify areas for improvement.</p> <p>Start to develop: Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. Use my awareness of space and others to make good decisions.</p>	<p>Revisit from Y4: Use equipment appropriately and move and land safely. Describe how and why my body changes during and after exercise. Explain why we need to warm up and cool down.</p> <p>Start to develop: Describe the basic fitness components and explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working.</p>			<p>Revisit from Y4 and Athletics unit: Follow instructions, practise safely and work on simple tasks by myself. Know where I am with my learning and begin to challenge myself.</p> <p>Start to Develop: Cope well and react positively when things become difficult. Persevere with a task and improve my performance through regular practise.</p>

Year 6	Swimming	Swimming	Real Dance (Creative)	Real PE Unit 2 (Creative)	Real PE Unit 4 (outdoor weather dependent) (Applying Physical)	OAA Linked to Social
	<p>Building on confidence and skills gained in Y5 swimming sessions, our Y6 swimming provision aims to:</p> <ul style="list-style-type: none"> - ensure all pupils can competently swim at least 25m - increase confidence and effectiveness in using a range of different strokes - promote effective and safe self-rescue with a range of strategies (floating, treading water, turning to look around and shout etc.) 		<p>Build on and Secure from Y5: Respond differently to a variety of music and recognise similarities and differences in movements and expression. Link actions and develop sequences of movements that express my own ideas</p> <p>Extend: Respond imaginatively to different situations, adapting and adjusting my movements so they are different from or in contrast to others. Use variety and creativity to engage an audience.</p>	<p>Start to Develop: Change tactics, rules, or tasks to make activities more fun or challenging.</p> <p>Extend: Respond imaginatively to different situations, adapting and adjusting my skills and movements or tactics so they are different from or in contrast to others. Effectively disguise what I am about to do next.</p>	<p>Transferring skills from Gym Units in sports specific context</p> <p>Build on and secure from Y5: Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practise situations.</p> <p>Extend: Effectively transfer skills and movements across a range of activities and sports. Perform a variety of skills consistently and effectively in challenging or competitive situations.</p>	<p>Build on and Secure from Y5: Cooperate well with others and give helpful feedback. Help organise roles and responsibilities and guide a small group through a task.</p> <p>Extend: Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately.</p> <p>Work effectively with others to plan and carry out a strategy</p> <p>Demonstrate effective leadership skills.</p> <p>Use a range of communication methods</p> <p>Work systematically to solve a range of problems</p>

	Classes to switch units at half term		Invasion Games – Hockey Linked to cognitive – apply to specific sports contexts	Real PE Unit 5 (Health & Fitness)	Athletics Linked to Personal Linked to Applying Physical	Striking and fielding - Cricket
	Outdoor - Real PE Unit 1 (Cognitive)	Indoor – Real Gym Unit 2 (Personal)				
	<p>(Children secure in simple attacking and defending techniques)</p> <p>Build on and secure from Y5: Understand ways (criteria) to judge performance and identify specific parts to continue to work upon. Use my awareness of space and others to make good decisions.</p> <p>Extend: Have a clear idea of how to develop my own and others' work. Recognise and suggest patterns of play which will increase chances of success. Develop methods to outwit opponents</p>	<p>Build on and secure from Y5: Cope well and react positively when things become difficult. Persevere with a task and improve my performance through regular practise.</p> <p>Extend: See all new challenges as opportunities to learn and develop. Recognise my strengths and weaknesses and set myself appropriate targets.</p>		<p>Build on and secure from Y5: Describe the basic fitness components and explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working.</p> <p>Extend: Self-select and perform appropriate warm up and cool down activities. Identify possible dangers when planning an activity. Explain how individuals need different types and levels of fitness to be more effective. Plan and follow my own basic fitness programme.</p>		

NB. Y5/6 only one PE slot in Autumn term due to swimming. Classes to switch units after half term.

Summer term – both sessions outdoor if weather allows

Posters on Display

<u>Autumn 1</u>		<u>Autumn 2</u>	
<u>Outside</u> Cognitive Social	<u>Inside</u> Personal Applying Physical Creative	<u>Outside</u> Cognitive Personal	<u>Inside</u> Health & Fitness Applying Physical Creative
<u>Spring 1</u>		<u>Spring 2</u>	
<u>Outside</u> Cognitive H&F	<u>Inside</u> Personal Applying Physical Creative	<u>Outside</u> Health & Fitness Creative	<u>Inside</u> Social Applying Physical Creative
<u>Summer 1</u>		<u>Summer 2</u>	
<u>Outside</u> Health & Fitness Applying Physical	<u>Inside</u> Cognitive Applying Physical Social	<u>Outside</u> Health & Fitness Applying Physical Personal	<u>Inside</u> Personal Applying Physical Social