

# PHYSICAL EDUCATION

## SUBJECT OVERVIEW AND PURPOSE



**“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.”**

John F Kennedy

### WHY IS PHYSICAL EDUCATION IMPORTANT?

At South Bank MAT, the intent for our PE curriculum is to engage all pupils in physical activity. Through a range of positive experiences pupils develop an understanding and awareness of the importance of physical and mental health and well-being, thus encouraging a healthy lifestyle in and out of school.

The teaching of PE in our Trust encourages children to succeed and excel in a broad range of physical activities, be physically active for sustained periods of time and engage in competitive sports and activities. The Trust's PE curriculum aims to provide a varied and engaging approach to physical education embedding fundamental skills through:

- Invasion Games
- Net Games

- Striking and fielding
- Gymnastics
- Dance
- Athletics
- Swimming
- Outdoor Adventurous Activities

Every school also provides opportunities for children to compete against themselves and others (including other schools), participate in extra-curricular and enrichment activities and be inspired by real life sporting events and sportspeople.

The PE and Sport premium is used to enhance our curriculum offer throughout the MAT. The funding, and school delegated funding is used creatively and with imagination, so impact of provision and expertise is maximised. It is also of significant importance that sustainability and legacy of

resourcing – and Physical Education and Physical and Mental Health – is a priority. Each school within the MAT has specific strategies to provide a bespoke curriculum to meet the needs of their children.

### PE AND BEYOND

We build our children's transferable skills base through PE in skills such as teamwork, evaluating performance, creativity and problem solving that can be utilised in all aspects of a child's life. Valuing oneself, working hard, contributing to a team, celebrating success, managing defeat and self-improvement – are all life qualities that innate to physical education.

### JOBS

The curriculum promotes the enjoyment of physical activity as a cornerstone of

good health. This love of sport children gain through our curriculum, will promote a lifelong engagement in being active and healthy. This may be displayed in a sports career as a professional sportsman or in a sports setting, or enhance work-life balance by embracing social and family enjoyment of sport.

### SEQUENCE OF KNOWLEDGE EXPLANATION

The sequence of knowledge (of Physical Education) is explicit but may be applied in different ways in different settings. It may be that PE is delivering sporting genres (Invasion, gymnastics, netball etc), or may be delivered in skill based themes (catching and throwing etc). The substantive and disciplinary knowledge of skills and tactics is however always clear and transparent across all schools.











YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>DANCE</b>					
<p><b>ACTIONS/MOVEMENTS (WHAT)</b></p> <ul style="list-style-type: none"> <li>■ Copy movements.</li> <li>■ Create own movements using different body parts.</li> </ul> <p><b>SPACE/LEVELS (WHERE)</b></p> <ul style="list-style-type: none"> <li>■ Dance in one space and move to others.</li> <li>■ Alter levels (high/low).</li> </ul> <p><b>DYNAMICS (HOW)</b></p> <ul style="list-style-type: none"> <li>■ Move in response to music.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>■ Move in unison with a partner.</li> </ul> <p><b>PERFORMING DANCE</b></p> <ul style="list-style-type: none"> <li>■ Link movements to perform with partner.</li> <li>■ Display clear start and end.</li> <li>■ Discuss their feelings about the dance.</li> </ul>	<p><b>ACTIONS/MOVEMENTS (WHAT)</b></p> <ul style="list-style-type: none"> <li>■ Remember and repeat a series of actions.</li> </ul> <p><b>SPACE/LEVELS (WHERE)</b></p> <ul style="list-style-type: none"> <li>■ Move fluently along different pathways.</li> </ul> <p><b>DYNAMICS (HOW)</b></p> <ul style="list-style-type: none"> <li>■ Use expression to communicate mood/idea.</li> <li>■ Alter speed.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>■ Interaction with partner showing unison and canons.</li> </ul> <p><b>PERFORMING DANCE</b></p> <ul style="list-style-type: none"> <li>■ Perform with partner linking at least four different actions.</li> <li>■ Discuss how to make improvements to dance.</li> </ul>	<p><b>ACTIONS/MOVEMENTS (WHAT)</b></p> <ul style="list-style-type: none"> <li>■ Create actions that match idea/stimuli.</li> </ul> <p><b>SPACE/LEVELS (WHERE)</b></p> <ul style="list-style-type: none"> <li>■ Respond to movement of others showing differing levels/pathways.</li> </ul> <p><b>DYNAMICS (HOW)</b></p> <ul style="list-style-type: none"> <li>■ Show sense of rhythm.</li> <li>■ Movements controlled.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>■ Explore working collaboratively within a small group.</li> </ul> <p><b>PERFORMING DANCE</b></p> <ul style="list-style-type: none"> <li>■ Perform with group showing awareness of timing.</li> <li>■ Identify strengths and areas of improvement for the group.</li> </ul>	<p><b>ACTIONS/MOVEMENTS (WHAT)</b></p> <ul style="list-style-type: none"> <li>■ Create actions that match idea/stimuli and consider contrast.</li> </ul> <p><b>SPACE/LEVELS (WHERE)</b></p> <ul style="list-style-type: none"> <li>■ Consider fluid transition between actions.</li> <li>■ Use of available space provided.</li> </ul> <p><b>DYNAMICS (HOW)</b></p> <ul style="list-style-type: none"> <li>■ Clear mood expressed and possible change of mood within dance.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>■ Explore different formations.</li> <li>■ Plan with purpose and thought.</li> </ul> <p><b>PERFORMING DANCE</b></p> <ul style="list-style-type: none"> <li>■ Perform fluently with group with focus on count accuracy.</li> <li>■ Demonstrate clear start, middle, end.</li> <li>■ Analyse performance using some dance vocabulary.</li> </ul>	<p><b>ACTIONS/MOVEMENTS (WHAT)</b></p> <ul style="list-style-type: none"> <li>■ Create actions that show creativity and match style of the dance.</li> </ul> <p><b>SPACE/LEVELS (WHERE)</b></p> <ul style="list-style-type: none"> <li>■ Full consideration of pathways, directions, levels, space and formations.</li> </ul> <p><b>DYNAMICS (HOW)</b></p> <ul style="list-style-type: none"> <li>■ Understand the music/idea/stimuli of a dance will produce very different outcomes.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>■ Constantly refine and improve as a group.</li> </ul> <p><b>PERFORMING DANCE</b></p> <ul style="list-style-type: none"> <li>■ Perform with control and confidence as a group.</li> <li>■ Describe the journey from original plan through to the end of unit performance.</li> </ul>	<p><b>ACTIONS/MOVEMENTS (WHAT)</b></p> <ul style="list-style-type: none"> <li>■ Create actions (including intricate) using different body positions.</li> </ul> <p><b>SPACE/LEVELS (WHERE)</b></p> <ul style="list-style-type: none"> <li>■ Interesting and eye-catching change of levels and pathways.</li> </ul> <p><b>DYNAMICS (HOW)</b></p> <ul style="list-style-type: none"> <li>■ Very clear mood/energy expressed.</li> </ul> <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>■ Group fully interacts with purpose.</li> </ul> <p><b>PERFORMING DANCE</b></p> <ul style="list-style-type: none"> <li>■ Perform with focus and confidence as a group.</li> <li>■ Polished performance with clarity that shows successful rehearsal.</li> <li>■ Evaluate other groups with positive feedback.</li> </ul>

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