



Physical Education at the Unity Federation



Intent

Our Statement

When children leave any of our three schools, we aim for them to have the confidence, skills and knowledge to be diverse, empowered and curious individuals. Our curriculum drivers are embedded throughout our PE curriculum. Not only does the teaching of PE build knowledge and skills in a variety of sports but it also develops transferable life skills including determination, communication, fairness, and respect. Through careful planning and progression of skills, children should leave any of our three schools with a broad range of physical skills and knowledge and should be able to use and apply these within sport-specific activities. We strive for our children to enjoy the communicative aspect of Physical Education and should enjoy the challenge of collaboration and competition. We encourage children to learn to evaluate their own skills and recognise both their own successes and those of others.



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IMPLEMENTATION

Our Statement

Implementation

Within the three schools belonging to the Unity federation we use both our weekly PE time and additional time to create an ethos of excitement around sport and confidence to participate in competitive activities. To implement this ethos we use approaches that reflect both the needs of our pupils and the needs of the curriculum. Within every PE session, pupils will be supported through high-quality instruction from a fully-qualified sports coach, regular practice and effective feedback. Teaching activities will allow pupils to constantly revisit and re-encounter important knowledge relevant to the area of sport or physical activity. Further to this, there are a number of additional activities that children will take part in during their time in our schools. These include visits to sports clubs such as a trip to Royal Norwich Golf Club, opportunities to work with the other schools in our federation at Federation Learning Together Days and participating in competitive days with the North Norfolk School Sports partnership.



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IMPLEMENTATION *continued*

The Threshold Concepts

Our planning and assessment in history any structured around 3 main concepts

Investigate Places

This concept involves understanding the geographical location of places and their physical and human features.

Communicate Geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Investigate Patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.



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IMPLEMENTATION *continued*

The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

Milestone 1

	Autumn	Spring	Summer
Year A (LS &S)	Invasion Games – Football, Hockey and Rugby	Gymnastics Indoor Athletics	Tennis Athletics
Year A (C)	Ball Skills Playing Games	Gymnastics Table Tennis	Dance Athletics
Year B	Invasion games – Basketball, passing and receiving	Gymnastics Dance	Athletics Cricket
Year B (C)	Ball Skills Playing Games	Gymnastics Table Tennis	Dance Athletics



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IMPLEMENTATION *continued*

The Teaching and Learning

Milestone 2

	Autumn	Spring	Summer
Year A (LS&S)	Football Basketball	Gymnastics Indoor Athletics	Tennis Outdoor Adventure Activities
Year A (C)	Trigolf Football Tag Rugby Netball Cross Country	Hockey Basket Ball Circuit Training Gymnastics Dance	Table Tennis Cricket Athletics Rounders
Year B (LS&S)	Hockey Tag Rugby	Gymnastics Dance	Athletics Striking and Fielding
Year B (C)	Tri golf Football Tag Rugby Netball Cross Country	Hockey Basket ball Circuit training Gymnastics Dance	Table tennis Cricket Athletics Rounders
Year C (LS&S)	PE on a two year rolling programme, alternate between the two each year		
Year C (C)	Tri golf Football Tag Rugby Netball Cross Country	Hockey Basket ball Circuit training Gymnastics Dance	Table tennis Cricket Athletics Rounders



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IMPLEMENTATION *continued*

The Teaching and Learning

<u>Milestone 3</u>			
	Autumn	Spring	Summer
Year A (LS&S)	Football Basketball Swimming	Gymnastics Indoor Athletics	Tennis Outdoor Athletics
Year A (C)	Racket Games Ball Skill Games	Gymnastics Swimming Table Tennis	Dance Athletics
Year B (LS&S)	Hockey Tag Rugby	Gymnastics Dance	Athletics Striking and Fielding
Year B (C)	Racket Games Ball Skill Games	Gymnastics Swimming Table Tennis	Dance Athletics
Year C	PE on a two year rolling programme, alternate between the two each year		



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IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

Assessing Learning:

Before, during and after lessons.
Using the assessment statements
for each milestone.

Monitoring:

Subject leadership monitoring
and Governor monitoring, fol-
lowing our monitoring schedule.



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IMPACT *continued*

Progression through the milestones

Milestone 1			Milestone 2	Milestone 3
Dance	<p>Respond to stimuli.</p> <p>Develop whole group movement.</p> <p>Create sequences, including contrasting movements.</p> <p>Continue to explore relationships (how the body links to space and music) and performance.</p> <p>Explore sequences, relationships and performance.</p> <p>Develop a motif with expression and emotion.</p> <p>Apply choreography to a motif.</p>	Dance	<p>Responding to stimuli, working together.</p> <p>Develop sequences with a partner in character that show relationships and interlinking dance moves.</p> <p>Extend sequences with a partner in character.</p> <p>Explore two contrasting relationships and interlinking dance moves.</p> <p>Combine sequences, relationships, choreography in performance.</p>	<p>Perform with technical control and rhythm in a group.</p> <p>Create rhythmic patterns using the body.</p> <p>Extend choreography through controlled movements, character emotion and expression.</p> <p>Explore the relationships between characters, applying emotion and expression.</p> <p>Experience dance from a different culture.</p>



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IMPACT *continued*

Progression through the milestones

Milestone 1		Milestone 2		Milestone 3
Gymnastics	<p>Explore and develop zig-zag pathways.</p> <p>Explore curved pathways, developing curved pathways on apparatus.</p> <p>Create, complete and perform pathway sequences.</p> <p>Develop 'linking', including the use of apparatus</p> <p>Introduce and develop jump, roll, balance sequences</p> <p>Complete jump, roll, balance sequences on apparatus</p>	Gymnastics	<p>Introduction to symmetry and asymmetry</p> <p>Introduction to bridges.</p> <p>Application of bridge learning onto apparatus.</p> <p>Develop sequences with bridges.</p> <p>Sequence formation.</p> <p>Sequence completion.</p>	<p>Introduce counter balance.</p> <p>Apply counter balance learning onto apparatus.</p> <p>Explore counter tension.</p> <p>Develop and refine sequence formation and completion.</p> <p>Introduce matching.</p> <p>Apply matching learning onto apparatus.</p> <p>Introduce mirroring.</p> <p>Apply mirroring learning onto apparatus.</p> <p>Consolidate sequence development, taking into account feedback from others when refining and practising movements.</p>



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IMPACT *continued*

Progression through the milestones

Milestone 1			Milestone 2	Milestone 3
Movement	Explore and develop dodging.	Invasion games – Hockey / Basketball / Netball / Rugby / Football	Develop passing, receiving, moving and creating space.	Consolidate passing, receiving, moving and dribbling to maintain possession.
	Apply dodging to a small game, exploring attacking and defending.		Refine dribbling, turning and footwork.	Consolidate defending and defensive tactics.
	Apply and consolidate dodging in teams.		Develop shooting; combine passing and dribbling to create shooting opportunities. Develop passing and dribbling, creating space for attacking opportunities.	Create, understand and apply attacking tactics in game situations.
	Understand the range of different ways of jumping.		Develop defending - marking, blocking and tackling.	Create, understand and apply defending tactics in game situations.
	Explore sequence jumping (eg. hop / skip / 2 footed jump.)		Develop defending in game situations.	Consolidate attacking and defending in games.
	Develop jumping combinations		Apply learning to small sided games.	Develop officiating. Organise formations decide tactics, manage teams and officiate games



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IMPACT *continued*

Progression through the milestones

Milestone 1			Milestone 2	Milestone 3
Ball Skills (Hands)	Keep possession when passing and receiving or dribbling.		Develop an understanding of batting and fielding	Consolidate batting
	Combine dribbling, passing and receiving, keeping possession		Introduce bowling underarm	Consolidate fielding
	Combine dribbling, passing and receiving to score a point	Striking and Fielding Games – Cricket / Rounders	Develop stopping and returning the ball	Consolidate bowling
	Develop application and understanding of underarm throwing. Introduce overarm throwing.		Develop retrieving and returning the ball	Create, understand and apply attacking tactics in game situations
	Apply underarm and overarm throwing to game situations.		Striking the ball at different angles and speeds - how, where and why?	Create, understand and apply defensive tactics in game situations
	Introduce and apply basic fielding tactics			



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IMPACT *continued*

Progression through the milestones

Milestone 1			Milestone 2	Milestone 3
Ball Skills (feet)	Develop dribbling, keeping possession.	Net and Wall Games – Tennis	Introduce the concept of outwitting an opponent.	Introduce the volley.
	Develop passing and receiving to maintain possession.		Develop forehand.	Develop the volley.
	Combine dribbling, passing and receiving to score a point.		Create space to win a point using a racket.	Refine forehand and backhand shots.
	Apply dribbling, passing and receiving as a team to game situations.		Introduce the backhand.	Develop tactics to control the game from the serve.
			Apply the forehand and backhand in game situations.	Develop movement around the court to control space.
			Apply the forehand and backhand to create space and win a point	Apply understanding to doubles games, showing an awareness of tactics.



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IMPACT *continued*

Progression through the milestones

Milestone 1			Milestone 2	Milestone 3
Games for Understanding	Attack and defend as a team.	Athletics	Explore and develop running for speed.	Review techniques for throwing, considering the idea of accuracy vs distance.
	Understand the transition between defence and attack.		Introduce the relay - running for speed in a team.	Explore different ways to throw objects for distance, identify which are more successful and look for common themes (eg. angle of release, use of legs, arm position at release).
Games for Understanding	Create and apply attacking tactics.	Athletics	Develop relay running for speed in a team.	Combine this understanding with discipline-specific skills to throw javelin, shot put and discus.
	Create and apply defensive tactics.		Explore running for distance. Understand and apply tactics when running for distance.	
			Jumping for distance - focus on standing long jump, using consistent arm movements and knee bends to generate power.	
			Develop use of 'Personal challenge' - challenging yourself to beat a personal best.	
			Jumping for distance - introduce standing triple jump.	



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IMPACT *continued*

Vocabulary Progression

	<u>Milestone 1</u>	<u>Milestone 2</u>	<u>Milestone 3</u>
Gymnastics	Control, balance, jump, land, high, low, shape, move, explore, stretch, space, copy, pike, tuck, star, straddle	Points, patches, high, low, travel, strong (tension), stretch (extension), flight, bounce, jump, flexible, spin, shape, land, wide, narrow, curled Pathway, flexible, direct, speeds, sequence, contrasting, direction, springboard, vault, dismount, mount Symmetrical, asymmetrical, acceleration, deceleration	Complex, sequences, adaptations variables feedback implementation, counter-balance, counter-tension synchronization
Dance	Movement, speed, style, perform, routine, dance	Sequence, unison, cannon, mirroring, direction, compose, transition, timing, phrase, repetition, pace Motif, stimuli, rhythm, expression, levels, tension, extension, pattern, pathways, audience, improvisation, interpretation Precision, control, choreography, gesture, mimic, mime, flow, machinery, robotic, dynamic, rotation, isolation	choreograph formation narrative climax counterpoint elevation execution, retrograde dynamics alignment fragmentation
Invasion games	Attack, defend, throw, catch, pass, roll, bounce, stop, watch, describe, sportsmanship	Receive, dribble, target, aim, space, dodge, compare, observe, improve, agility, co-ordination, balance Tactics, chest push, bounce pass, opponent, fielding, striking, evade, evaluate, technique, cross, orienteering, navigate Strategy, professional, amateur	