

Litcham School All-through Physical Education Curriculum

KEY STAGE 1				KEYSTAGE 2			
	EYFS	1	2	3	4	5	6
INVASION GAMES	•Intro to different movement •Intro to passing and movement •Intro to ball skills •Intro to catching •Intro to working with partner •Intro talking about exercise, safety and short term effects of exercise	• Developing different movements • Developing passing and movement • Stop/catch a ball with some control • Can control and catch a ball with some movement • Pass a ball to someone else • Emerging different ball skills • Understand about exercise, safety and short term effects of exercise	• Control different movements appropriate to the activity • Control and catch a ball & pass whilst moving • Beginning to take part in conditioned game with understanding of tactics & rules • Can move with a ball in opposed situations • Understand / use principles of warm up & why exercise is good for health	• control and catch a ball & accurately pass whilst moving • control movement with a ball in opposed situation whilst moving • combine accurate passing skills / techniques in game • advise and help others in their techniques in a game • understand & explain short term effects of exercise, warming, cooling	• Find ways of attacking successfully when using other skills • Find ways of attacking successfully when using other skills well • Find ways of attacking successfully when using other skills and getting into positions to score • Focus on improving the skills of sending, receiving, striking and travelling with a ball in a range of contexts • Make informed decisions during small sided games and simplified versions of recognised competitive games. • To develop an attitude of fair play and enjoyment.	• In all games activities, pupils will think about the use of strategies to outwit opponents. • Pupils will focus on improving the skills of sending, receiving, striking and travelling with a ball in a range of contexts • Learn to make informed decisions during small sided games and simplified versions of recognised competitive games. • To understand the effect of exercise and develop an attitude of fair play and enjoyment	• Focus on improving and applying basic skills for a specific game such as handball, basketball • In all games activities, pupils will think about how to use tactics and strategies to outwit the opposition • Learn to plan basic principles of attack and make informed decisions during small sided games • Understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.
NET/STRIKING	•Ball familiarisation - catching, throwing & hitting •Using different equipment to hit balls •Intro to a net and targets	•Begin to use basic strokes •Begin to us basic Footwork •Striking – batting, racket/bat work •Take part in sending and receiving with or without a bat or racquet	• Use basic strokes appropriate to the activity • Use basic footwork appropriate to the activity • Striking using equipment with some accuracy • Take part in sending & receiving with a bat or a racquet	• Use basic strokes with a degree of accuracy appropriate to the activity • Use basic footwork with a degree of accuracy appropriate to the activity • Sticking using equipment with some accuracy, using nets and striking equipment • Talk about reasons for warming up / why exercise is good for health	• Further develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games • Work on the common skills and principles, including attack and defence within a range of set rules • Develop the ability to work within a small group and enhance communication skills	• Improve the basic skills of sending, receiving, batting and bowling • Play small-sided and modified competitive striking/fielding games • Work on the common skills and principles, including attack and defence to play both kiwi cricket and rounders • Develop an attitude of fair play, sportsmanship and enjoyment.	• Improve the basic skills of sending, receiving, batting and bowling • Work on quality of replication with the intention of outwitting opponents • Play and make up small-sided and modified competitive striking/fielding games • Implement skills and tactics to form an attacking and defending principle • Develop an attitude of fair play, sportsmanship and enjoyment.
ATHLETIC ACTIVITIES	• Intro to running at different speeds • Intro to jump from a standing position • Intro to throwing an object with one hand • Intro to recognising changes in the body during exercise	• Running a different speeds & directions whilst running • Jump accurately from standing position • Throwing a variety of objects with one hand • Recognise a change in temperature and heart rate during exercise	• Run at a speed appropriate to the distance I am running • Can take a running jump • Demonstrate a range of throwing actions using a variety of objects • Recognise a change in heart rate, temperature and breathing rate	• Demonstrate good control, strength, speed & stamina in a variety of athletic events • Demonstrate accuracy & technique in a range of throwing & jumping actions • Apply skills & tactics to the competitive situation • Explain how to improve technique in a variety of events	• Accurately replicate the skills of running, jumping for distance and throwing for distance • Understand that different events demand different abilities and be able to adapt their skills/techniques • Recognise that different types of activities require different type of fitness • Begin to learn and follow safety procedures and handle equipment safely	• Develop their ability to throw, using a range of objects, over increasing height and distance and with greater accuracy • Accurately replicate challenges and competitions that require precision, speed and stamina. • Will engage in performing skills, measuring and recording their own performance over a period of time • Follow safety procedures and handle equipment safely	• Accurately replicate and use running, jumping and throwing skills both singly and in combination • Take part in and design challenges and competitions that require precision, speed and stamina • In all athletic activity, pupils will engage in performing and improving their skills, measuring and comparing times & distances. • Develop a deeper knowledge of type of fitness needed for each event category
Movement Skills RealPE/RealGym	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response	• Static Balance – One leg • Static Balance – Seated • Static Balance – Floorwork • Static Balance – Stance • Dynamic Balance – On a line • Dynamic Balance – Jumping & landing • Counter Balance – In pairs • Counter Balance – Sending & receiving • Coordination – Ball skills • Coordination – Footwork • Agility – Ball chasing • Agility – Reaction & Response

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	KEY STAGE 3			KEYSTAGE 4	
	7	8	9	Competitive	Social
INVASION GAMES	•Intro Passing •Intro Dribbling, Control & Turning •Pivoting •Passing and movement •Intro Shooting/set shot/lay up •Outwitting an opponent. •Dodging/receiving. •Defensive techniques •Positional awareness & creating space •footwork	•Develop Passing/timing & support play •Pivot/triple threat •Dribbling, Turns •Outwitting a defender •Develop Attack •Develop Shooting/Set shot/jump shot/lay up •Defensive strategies/markings/tactics •Offensive strategies/tactics	•Consolidate Passing •Consolidate Control & Turning •Consolidate Dribbling •Attack/Beating an opponent •Shooting/Lay ups •Defensive Tactics / Zone •Offensive Tactics/space /court linkage •Set Plays/tactics/strategy	•Passing - possession •Control & Turning •Attack/Beating an opponent •Shooting •Defensive Tactics •Offensive Tactics •Set Plays •Roles of officials and leaders	Students will be given the opportunity to organise, lead and officiate themselves with the objective to have a fair and even game. Games to be played with social interaction and fun. Traditional games will be included along with the development of Ultimate Frisbee, handball.
NET/STRIKING	•Ball familiarisation - catching, throwing & hitting •Striking – batting, racket/bat work •Outwitting opponents •Basic serves •Fielding-catching, long barrier •Bowling •Game situations/basic strategies	•Basic strokes – backhand, forehand & volley (Tennis) •Outwitting opponents •Footwork – ready positions/stance, split stepping •Bowling •Fielding – positioning •Basic tactics •Serve development – starting rally.	•Basic ground strokes •Outwitting opponents •Use of spin •Volley •Footwork – ready positions/stance, split stepping •Bowling •Fielding – positioning •Developing tactics •Serve development – 3rd ball attack (TT)	•Strokes – including use of spin •Outwitting opponents •Volley •Serve development •Roles of officials and leaders	Students will be given the opportunity to organise, lead and officiate themselves with the objective to have a fair and even game. Games to be played with social interaction and fun. Traditional games will be included along with the development of Frisbee golf and Pickleball. Pickleball being developed alongside EASTC project, sponsored by YST.
MOVEMENT SKILLS	•Travelling and shape •Five basic jumps •Individual balance •Counterbalance and counter tension •Axes of rotation	•Rotation & jumps •Flight •Levels •Recap balance	•Locomotion – Partner work •Transference of Weight – Partner work •Balance – Individual/Partner work •Balance – Partner & Group work •Group performance	•Composition – group & partner work •Dance for fun and fitness •Group performance	Students will be given the opportunity to organise themselves into creating dances and routines for fun and fitness. Just Dance or Dance Games for Girls can be used to lead groups if desired.
ATHLETIC ACTIVITIES	•Introduce sprinting - 100m & 200m •Introduce pace running – 800m &1500 and beyond (X-country) •Jumping- intro to long jump, high jump •Throwing – intro to safe shot putt, javelin •Relay – safe hand over •Measuring/timing •Methods of training	•Sprinting – sprint start, technique •Pacing – 300m, to improve PB •Jumping - run up, flight and landing •Throwing – transfer of weight, balance •Relay-fluency and accuracy •Measuring and timing •Methods of training – individual tailoring •Heart rate monitoring – training thresholds	•Sprinting – sprint start, technique •Pacing – 300m & 400m, to improve PB •Jumping - run up, flight and landing (including triple jump) •Throwing – run up, transfer of weight, balance •Relay – fluency, accuracy & tactics •Measuring and timing •Methods of training – individual tailoring •Heart rate monitoring – training thresholds	•Sprinting – sprint start, technique •Pacing – 300m & 400m, to improve PB •Jumping - run up, flight and landing (including triple jump) •Throwing – run up, transfer of weight, balance •Relay – fluency, accuracy & tactics •Methods of training – individual tailoring •Heart rate monitoring – training thresholds	Students are encouraged to take part in moderate exercise using their own or schools' plans.
OUTDOOR AND ADVENTUROUS ACTIVITIES	•Problem solving •Map reading •Team building •Nature walk	•Problem solving •Map reading •Team building •Nature walk – off site •Route planning	•Problem solving •Map reading •Team building •Nature walk •Route planning -combine with training methods	•Map reading •Course design and race •Route planning for appropriate training methods.	•Problem solving •Map reading •Team building •Nature walk •Route planning -combine with training methods

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WELLBEING	•Developing pupils’ understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving opportunities to be active during the school day and through extra-curricular activities. •Developing an understanding the link between activity and fitness and the impact on the body. •Ensuring pupils are aware of the link between physical activity and mental health and well-being •Developing social skills through working with others. This not just as a team member but as a member of a community that acts with empathy and respect. •Developing leadership roles within activities as official, leader and coach. •Developing responsible, respectful, and active citizens through co-operation and teamwork •Developing pupils’ confidence, resilience, and knowledge so that they can keep themselves mentally healthy •Communication and trust •Developing good sporting attitude, fairness, and respect			•Active citizens •Develop character – couch to 5k, tough mudder •Health (physical, mental & social) and well-being •Pursuing interest into adult life •Ensuring pupils are aware of the link between physical activity and mental health and well-being •Developing social skills through working with others. This not just as a team member but as a member of a community that acts with empathy and respect. •Developing leadership roles within activities as official, leader and coach. •Developing responsible, respectful, and active citizens through co-operation and teamwork •Developing pupils’ confidence, resilience, and knowledge so that they can keep themselves mentally healthy •Developing good sporting attitude, fairness, and respect •Developing relaxation for exam preparation	
TERMLY KNOWLEDGE	KEY STAGE 3 TERMLY CHALLENGE			KEYSTAGE 4 – TERMLY CHALLENGE	
	7	8	9	10	11
TERM 1	Importance of warming up Three phases of a warm up	Muscular system Identification and stretching of major muscles previously learnt. Static and Dynamic stretches to be explored.	Muscular system Antagonistic pairs: Hamstrings/quadriceps - LA Biceps/triceps - LA Gluteal/hip flexors - MA Gastrocnemius/tibialis anterior - HA	Benefits of physical activity: Social Physical Emotional Short and long term effects of exercise Lifestyle choices	Benefits of physical activity: Social Physical Emotional Self-assessment of need Wellbeing
TERM 2	Muscular system Naming of major muscles: Hamstrings, quadriceps, gastrocnemius, biceps, triceps, gluteal, abdominals, pectorals, and deltoid.	Skeletal system Location and identification of the following bones: Cranium, clavicle, humerus, radius, ulna, femur, tibia and fibula	Skeletal system Joints and movements at a joint: Flexion/extension Abduction/adduction Rotation		
TERM 3	Training Short term effects of exercise Monitoring heart rate using radial and carotid pulse	Training Perform and evaluate different training methods	Training Anaerobic and aerobic respiration Oxygen debt		