



# Bishop Ellis Catholic Voluntary Academy



## Physical Education Intent

At Bishop Ellis Catholic Primary School, we aim to provide a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We understand that opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Children will develop fundamental knowledge, movement skills, become increasingly competent and confident and access a broad range of sports to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. We will provide swimming instruction in Key Stage 2.

### Love of the subject:

- At Bishop Ellis we want all children to understand the benefits of staying active. We aim to encourage our children to explore, participate and succeed in not only competitive sport but physically-demanding activities. Additionally, we aim to provide the children with opportunities for pupils to become physically confident in a way to support their health and fitness and understand the importance of physical wellbeing throughout their life.

### High expectations

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

### Lifelong learners

- The children are given opportunities to engage in quality first teaching in curriculum PE sessions; virtual competitions within in school and where possible, external competitions and opportunities to complete personal best challenges. Every year, the school enters a number of inter-school sports' competitions including netball, football, cricket, swimming, basketball and cross country for girls and boys.

The Reception children also have a very active learning environment due to their outdoor area. Therefore, the children have plenty of opportunities to be outdoors throughout the day (subject to good weather) engaging in active learning. This is in addition to their organised PE curriculum sessions

# BISHOP ELLIS PE CURRICULUM PLAN

| EYFS   |          |          |        |        |             |             |
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| TERM   | ADVENT 1 | ADVENT 2 | LENT 1 | LENT 2 | PENTECOST 1 | PENTECOST 2 |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS |          |          |        |        |             |             |

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| Year 1   |   |  |  |        |  |   |
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| TERM   | ADVENT 1  | ADVENT 2   | LENT 1   | LENT 2 | PENTECOST 1  | PENTECOST 2   |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS | <b>Locomotion: running and jumping</b><br><br>Feel: personal and emotional, Move: movement competence<br><br>The unit will increase pupils' motor competence when running, providing an understanding of where we run and why. Pupils will show self belief, exploring jumping in different directions, at different speeds, heights and distances. Pupils will learn how and why we jump with the correct technique.<br><br>Running<br>Running in a game<br>Running at different speeds<br>Accelerating when running<br>Running as a team<br>Running in a competitive game<br>Jumping<br>Jumping far<br>Jumping high<br>Hopping & skipping<br>Hopping & skipping in games<br>Jumping in a game |  | <b>Ball skills: sending, receiving and dribbling</b><br><br>Feel: engagement and enjoyment<br>Move: movement competence<br><br>The unit will explore and develop pupils' movement competence when sending and receiving a ball. They will develop and apply an understanding of how, where and why we send a ball, stop the ball and dribble the ball using our hands and feet effectively. Pupils will also explore working in teams.<br><br>Dribbling with hands<br>Dribbling and sending with hands<br>Moving with a ball using our feet<br>Develop moving with the ball using our feet (dribbling)<br>Dribbling with our feet in games<br>Kicking (passing)<br>Rolling and stopping<br>Rolling and stopping in games<br>Throwing (underarm)<br>Throwing and catching |        | <b>Outdoor adventurous activities: working as a team</b><br><br>Move: application of tactics, strategies and compositional ideas<br>Think: decision making, problem solving and creative thinking<br><br>The unit will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to use and apply very simple tactics for attacking and defending in games. Pupils will develop their understanding of how, where and why to attack and defend in a game.<br><br>Partner activities: taking turns<br>Partner activities: developing communication<br>Partner activities: solving problems<br>Partner activities: playing against each other<br>Partner activities: playing against another pair<br>Partner activities: scoring points with a partner<br>Team activities: playing fairly in groups<br>Team activities: developing communication<br>Team activities: solving problems<br>Team activities: thinking about tactics<br>Team activities: following the rules<br>Team activities: strategies in a competition |   |
|  | <b>Health and wellbeing: the effects of exercise</b><br><br>Move: physical fitness<br>Think: knowledge of healthy, active living<br><br>This unit will teach pupils to identify   | <b>Dance: my moves, my brilliant body</b><br><br>Connect: cultural and ethical awareness<br>Move: application of tactics, strategies and compositional ideas | <b>Gymnastics: individual movements and balances</b><br><br>Move: movement competence<br>Think: evaluation, analysis and reflection<br><br>This unit will introduce pupils to creating movements and balances whilst developing movement competence. Pupils will explore moving and balancing in high, low, wide, narrow   |        | <b>Dance: my moves, my journeys</b><br><br>Connect: cultural and ethical awareness<br>Move: application of tactics, strategies and compositional ideas   | <b>Ball skills: pushing and striking</b><br><br>Connect: teamwork and leadership<br>Move: movement competence |

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|  | <p>changes in their heartbeat and breathing when they exercise. Pupils will begin to understand how exercise makes them feel both physically and mentally. Pupils will develop their knowledge of the positive impact exercise has on our bodies and lifestyles.</p> <p>Movement and exercise<br/>Effect of exercise on our heartbeat<br/>Effect of exercise on our breathing<br/>Playing games to make our heartbeat and breathing faster (warming up)<br/>Happy heart happy mind<br/>Playing together to make our heartbeat and breathing faster</p> | <p>A pure approach introduces Action-Space-Dynamics-Relationships and some constituent elements in each as a basis for future units. Pupils combine content making personal choices based on problem-solving, aesthetics and safety, providing opportunities to reflect and share opinions.</p> <p>Actions<br/>Space<br/>Dynamics<br/>Relationships<br/>My moves: actions, space, dynamics and relationship<br/>My brilliant body: performing</p> | <p>and curled ways, on the floor and on apparatus. Pupils will add movements together and reflect on their ideas.</p> <p>High movements<br/>High jumping<br/>Low movements<br/>Apparatus<br/>High and low on apparatus<br/>High, low, over and under<br/>Wide movements<br/>Narrow movements<br/>Curled movements<br/>The difference between wide, narrow and curled<br/>Transition between wide, narrow and curled movements<br/>Link two movements together</p> | <p>A narrative approach consolidates core learning of Action-Space-Dynamics-Relationships and introduces elements to expand dance knowledge. Pupils combine making artistic decisions by responding to creative tasks. When performing, pupils reflect, analyse and share ideas using simple terminology.</p> <p>Travelling and stopping: journey by bus or train<br/>Turning and directions: journey by bus or train<br/>Linear/curved pathways: journey by foot<br/>Irregular pathways: journey by foot<br/>Speeds: transport<br/>Journeys: performing</p> | <p>The unit will challenge pupils to keep control of a ball using a racket or bat. Pupils will explore and develop their movement competence when striking or pushing a ball accurately. Pupils will be able to apply their understanding of accuracy and space whilst engaging in a variety of games.</p> <p>Pushing a ball with a racket/bat<br/>Pushing a ball using a racket/bat with control<br/>Pushing a ball with a racket/bat into space<br/>Striking and pushing a ball with a racket/bat towards a target<br/>Striking a ball using a racket/bat with power<br/>Striking a ball using a racket/bat with accuracy</p> |
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BISHOP ELLIS PE CURRICULUM PLAN

| Year 2   |  |          |  |        |  |             |
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| TERM   | ADVENT 1   | ADVENT 2 | LENT 1   | LENT 2 | PENTECOST 1  | PENTECOST 2 |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS | <b>Locomotion: running, jumping and dodging</b>  |          | <b>Ball skills: passing, dribbling and scoring</b>   |        | <b>Outdoor adventurous activities: team building</b>   |             |
|  | <p>Feel: engagement and enjoyment<br/>Move: movement competence</p> <p>This unit will increase pupils’ motor competence when dodging and jumping. Pupils will understand when and why we dodge and apply this knowledge showing self belief in simple games. Pupils will use their jumping skills in games too and use this understanding to jump in combination by linking jumps.</p> <p>Dodging<br/>Dodging in simple games<br/>Dodging when attacking and defending<br/>Dodging in teams<br/>Where and why to dodge in game situation<br/>Dodging in competitive games<br/>Jumping higher<br/>Skipping and jumping in games<br/>Linking jumping<br/>Jumping combinations<br/>Jumping combinations: hop, step, jump<br/>Jumping competitions</p> |          | <p>Move: movement competence<br/>Think: knowledge of rules, tactics, strategies and compositional ideas</p> <p>This unit will challenge pupils to use their dribbling, passing and receiving skills to keep possession and score. Pupils will develop their accurate underarm throwing and explore throwing overarm. Pupils will apply these skills in a variety of activities as they develop their motor competence.</p> <p>Dribbling and keeping possession using our hands<br/>Dribbling to score a point using our hands<br/>Passing and receiving using our hands<br/>Passing, receiving and dribbling to score a point using our hands<br/>Dribbling and keeping possession using our feet<br/>Passing and receiving using our feet<br/>Dribbling to score a point in game activities using our feet<br/>Combine dribbling, passing and receiving with our hands<br/>Application and understanding of underarm throwing<br/>Underarm throwing to beat an opponent<br/>Overarm throwing<br/>Overarm throwing to win a game</p> |        | <p>Move: application of tactics, strategies and compositional ideas<br/>Think: decision making, problem solving and creative thinking</p> <p>This unit will develop pupils’ ability to apply effective teamwork, ensuring that everyone is included and understands their role. Pupils will begin to develop and apply simple strategies to solve problems with a focus on applying effective collaboration skills when working as part of a team.</p> <p>Working as a team<br/>Working together including everyone<br/>Trust and communication<br/>Roles and responsibilities<br/>Cooperation and communication<br/>Showing respect through listening<br/>Showing respect by supporting and encouraging others<br/>Helping my teammates<br/>Using simple strategies<br/>Collaborating to win simple games<br/>Working together and competing as a team<br/>Collaborating in teams</p> |             |

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|  | <p><b>Health and wellbeing: agility, balance and coordination</b></p> <p>Feel: personal and emotional<br/>Move: physical fitness<br/>Think: knowledge of healthy, active living</p> <p>This unit of work will introduce pupils to agility, balance and coordination; understanding what they mean and why they are important. Pupils will perform circuits to develop their application and understanding of how these elements are crucial in a variety of fitness activities.</p> <p>Agility<br/>Balance<br/>Coordination<br/>Agility circuit<br/>Balance circuit<br/>Coordination circuit</p> | <p><b>Dance: my world, weather</b></p> <p>Connect: cultural and ethical awareness<br/>Move: performance and competition</p> <p>A thematic approach reinforces Action-Space-Dynamics-Relationships introducing further constituents to expand dance knowledge. Pupils apply imagination, creativity and skill when making artistic decisions with others. Performance opportunities support reflection and allow interpretation.</p> <p>Weather: gestures, turns, travel and jumps<br/>Sunshine and rain: levels and proximity<br/>Storms: speed and force<br/>Snow and ice: contrast and mirroring<br/>Wind and clouds: travel and size<br/>Weather conditions: performing as a duet/trio</p> | <p><b>Gymnastics: linking movements and balances</b></p> <p>Move: performance and competition<br/>Think: evaluation, analysis and reflection</p> <p>This unit will challenge pupils to explore linking movements and balances together incorporating flow. Pupils will create and perform sequences on apparatus focusing on jumps, rolls and balances. Pupils will reflect on how to link movements and balances while travelling along a variety of pathways.</p> <p>Linking<br/>Linking on apparatus<br/>Jump, roll, balance sequences<br/>Jump, roll, balance on apparatus<br/>Creation of sequences<br/>Completion of sequences and performance<br/>Zig-zag pathways<br/>Zig-zag pathways on apparatus<br/>Curved pathways<br/>Curved pathways on apparatus<br/>Creation of pathway sequences<br/>Completion of pathways sequences and performance</p> | <p><b>Dance: my world, how we dance</b></p> <p>Connect: teamwork and leadership<br/>Move: application of tactics, strategies and compositional ideas<br/>A stylistic approach applies Action-Space-Dynamics-Relationships in combination to cultural, historic and geographic factors. Pupils learn key features of different dance genres e.g. stance and formations as a stimulus for devising motifs and developing awareness of commonality between cultures.</p> <p>American line dancing<br/>Traditional Greek dance<br/>South African gumboot dance<br/>Salsa dance<br/>Hula dance<br/>Kathak dance</p> | <p><b>Ball skills: hitting and striking</b></p> <p>Move: movement competence<br/>Think: evaluation, analysis and reflection</p> <p>This unit will enable pupils to refine their understanding of how they can develop their motor competence of hitting and striking to send the ball into space in order to win a game. Pupils will reflect on why hitting into space is essential in order to score points against the opposing team.</p> <p>Striking the ball using a racket or bat with accuracy<br/>Combine hitting/striking a ball with accuracy and power<br/>Hitting/striking a ball with accuracy and power to beat an opponent<br/>Hitting/striking a ball into a space<br/>Hitting/striking the ball with intent<br/>Striking the ball into space to beat an opponent</p> |
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| Year 3   |  |   |  |   |   |  |
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| TERM   | ADVENT 1   | ADVENT 2  | LENT 1   | LENT 2  | PENTECOST 1   | PENTECOST 2  |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS | <b>Outdoor adventurous activities: team challenges</b>   | <b>Invasion games: principles of attack and defence through ball games</b>  | <b>Invasion games: principles of attack and defence in netball</b>   | <b>Net and wall games: tactics and strategies to overcome an opponent</b>   | <b>Athletics: athletic challenges</b>   | <b>Striking and fielding games: fielding vs batting</b>  |
|  | <p>Connect: teamwork and leadership<br/>Move: application of tactics, strategies and compositional ideas</p> <p>The unit of work will explore what makes an effective team through different problem-solving tasks and challenges. Throughout the unit, there will be a focus on pupils developing their communication skills, essential to working within a team to complete the challenges successfully.</p> <p>Create and use simple tactics through team challenges<br/>Leadership<br/>Communication</p> | <p>Feel: engagement and enjoyment<br/>Move: application of tactics, strategies and compositional ideas</p> <p>The unit of work will introduce pupils to the principles of attack and defence, with a particular focus on passing, moving and scoring. Pupils will show integrity as they learn to keep possession and eventually score in order to win a modified game. The unit will focus on games using hands and feet.</p> <p>Passing and receiving skills<br/>Passing and creating</p> | <p>Move: movement competence<br/>Think: knowledge of rules, tactics, strategies and compositional ideas</p> <p>The unit will introduce pupils to the principles of attack and defence, with a particular focus on passing, moving and scoring in netball. Pupils will learn how to keep possession and score in order to win a modified game. The unit will also focus on the basic rules of the game to aid understanding.</p> <p>Passing and receiving in games<br/>Passing and moving: creating space</p> | <p>Feel: personal and emotional<br/>Move: application of tactics, strategies and compositional ideas</p> <p>The unit of work will introduce pupils to the basic principles of attacking and defending in net based games. Pupils will explore where, when and why we throw the ball on a mini court, in order to win a game. Pupils will show resilience as they start to use rackets in order to control the ball.</p> <p>Throwing with accuracy<br/>Throwing with accuracy towards space<br/>Outwitting an opponent</p> | <p>Move: performance and competition<br/>Think: evaluation, analysis and reflection</p> <p>The unit of work will focus on how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams to improve performance. Pupils will also begin to evaluate how to jump as far as possible and compare throwing accurately with throwing for distance.</p> <p>Running for speed: sprinting<br/>Sprinting: explore acceleration<br/>Relay<br/>Running for speed in a team</p> | <p>Feel: engagement and enjoyment<br/>Move: movement competence</p> <p>The unit introduces batting vs fielding. Pupils will develop an understanding of the purpose of each team and learn how to apply a variety of skills such as throwing and stopping the ball to keep the batter's score low as well as their competence in striking in order to score points when batting.</p> <p>Striking and fielding games<br/>Throwing underarm with accuracy<br/>Throwing overarm</p> |

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|  | Communicating as a team<br>Collaborate effectively as a team<br>Communicating to create tactics as a team  | space<br>Passing and moving to create space<br>Scoring<br>Defending and the concept of marking<br>Attacking and defending in small sided games  | Passing, moving and scoring<br>Footwork<br>Defending and the concept of marking a player<br>Attacking and defending in small sided netball games  | Creating space to win a point<br>How to win a game<br>Rackets and paddles | Throwing: accuracy vs distance<br>Jumping for distance: standing long jump | Throwing overarm and underarm in striking and fielding games<br>Striking: focus on the batter<br>Game play: apply batting and fielding skills in competition |
|  | <b>Dance: my word links to language</b><br><br>Feel: personal and emotional<br>Move: application of tactics, strategies and compositional ideas<br><br>A pure approach deepens understanding of Action-Space-Dynamics-Relationships and how to create, develop and analyse ideas, motifs and dances. Pupils select and combine key elements to create effects, drawing parallels between communication methods and illustrate how artistic processes are applied.<br><br>Actions: upper and lowercase letter shapes<br>Commas and full stops: pauses and stillness<br>A combination of actions: writing short sentences<br>Curving, linear and irregular pathways: letters<br>Directions and levels: movement<br>Location and level: paragraphs<br>Force: exclamation marks<br>Dynamics: fronted adverbial<br>Force and dynamics: exclamation marks and fronted adverbials<br>Formations and contrast: prepositions<br>Question and answer: dialogue<br>Formations, contrast and question and answer: performing | <b>Gymnastics: movements, balances and sequence composition</b><br><br>Move: performance and competition<br>Think: evaluation, analysis and reflection<br><br>The unit of work introduces pupils to the idea of changes in levels and direction when creating and performing sequences in pairs and in groups. Pupils will reflect on the best way to create their sequences, combining both changes in level and direction, with balances and using a range of apparatus.<br><br>Balances individually and in pairs<br>Application of learning onto apparatus<br>Sequence ideas<br>Sequence formation combining individual and pair balances<br>Changes in level<br>Changes in level on the apparatus<br>Changes in direction<br>Changes in direction on apparatus<br>Combine balances and movements to finalise sequences in pairs<br>Changes in level and direction to create sequences in groups using apparatus<br>Sequence completion and peer to peer review<br>Sequence completion and performance to peers | <b>Health and wellbeing: mindfulness and meditative balances</b><br><br>Feel: personal and emotional<br>Move: physical fitness<br>Think: knowledge of healthy, active living<br><br>The unit will explore how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn how to execute meditative balances while focusing, to help combat feelings of anxiety. Pupils will gain an awareness of how to apply these techniques in day-to-day life.<br><br>Relaxation techniques<br>Using relaxation techniques effectively<br>Performing meditative balances<br>Performing meditative balances in pairs |   |  |  |



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|  |  |  |  | Using props to balance in meditative balances<br>Balancing skills in pairs using an imaginary prop |  |
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| Year 4   |  |  |  |  |   |             |
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| TERM   | ADVENT 1   | ADVENT 2   | LENT 1   | LENT 2   | PENTECOST 1   | PENTECOST 2 |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS | <p><b>Outdoor adventurous activities: solving problems</b></p> <p>Connect: teamwork and leadership. Move: application of tactics, strategies and compositional ideas</p> <p>The unit of work will develop pupils' ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as creating and applying effective tactics together.</p> <p>Solving problems as a</p> | <p><b>Invasion games: maintaining possession and stopping an attack in ball games</b></p> <p>Connect: teamwork and leadership<br/>Move: application of tactics, strategies and compositional ideas</p> <p>This unit will develop pupils' ability to apply the principles of attack vs defence, focusing on how to use their passing, moving and dribbling skills to create shooting opportunities as well as defensive principles to stop an attack. Pupils will work together in teams to create simple tactics.</p> <p>Combine passing and</p> | <p><b>Invasion games: maintaining possession and stopping an attack through basketball</b></p> <p>Move: movement competence<br/>Think: knowledge of rules, tactics, strategies and compositional ideas</p> <p>This unit will develop pupils' ability to apply the principles of attack vs defence through basketball. Pupils will develop their movement competence in passing, moving and dribbling and apply these skills to create shooting opportunities. When defending, pupils will learn how to stop an attack.</p> | <p><b>Net and wall games: tactics to overcome an opponent through pickleball</b></p> <p>Feel: engagement and enjoyment<br/>Move: movement competence</p> <p>This unit will develop pupil's understanding of how to beat an opponent in net based games with a specific focus on pickleball. Pupils will enjoy learning how to create space to win points and develop their competence when using a paddle to play forehand and backhand shots.</p> | <p><b>Athletics: athletic challenges developed</b></p> <p>Feel: personal and emotional<br/>Move: performance and competition</p> <p>This unit will challenge pupils' integrity and resilience when developing their sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the basics of triple jump.</p> <p>Sprinting: running at speed<br/>Sprinting: stride pattern</p> |             |

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|  | team using benches and mats<br>Create strategies to beat other teams with card based problems<br>Effective teamwork with a focus on collaboration and communication<br>Effective teamwork with a focus on collaboration, communication and motivation.  | receiving<br>Passing, receiving and creating space in games<br>Combine passing and moving to create shooting opportunities<br>Combine passing, moving and shooting<br>Defending to stop an attack<br>Game application of attack and defence   | Dribbling (hand)<br>Passing, receiving and creating space<br>Combine passing and dribbling to create space<br>Shooting and how to create shooting opportunities<br>Defending to stop the opposition's attack<br>Game application of attacking and defending  | Forehand (underarm shots) using paddles<br>Develop forehand (underarm shots) using paddles<br>Creating space to win a point using a paddle<br>Backhand<br>The forehand and backhand<br>The forehand and backhand in game situations  | Introduction to pacing<br>Use tactics when running for distance<br>Throwing for distance: javelin<br>Jumping for distance: standing triple jump |  |
|  | <b>Dance: traditional dance of the British Isles</b><br><br>Move: performance and competition<br>Think: evaluation, analysis and reflection<br><br>A stylistic approach develops Action-Space-Dynamics-Relationships to study dances from other times and places reviewing how and why motifs are repeated and developed. Pupils develop an understanding of the impact of accompaniment, landscape and other design features on action content.<br><br>Maypole dancing: England<br>Clog dancing: England<br>Barn dancing: England<br>Sword dancing: Scotland<br>Gay Gordons: Scotland<br>Strathspey: Scotland<br>Irish Dancing: Ireland<br>Musical structure: Ireland<br>Emphasis in dance: Ireland<br>Changing formations: Wales<br>Using props in dance: Wales<br>Contrasting dance: Wales | <b>Gymnastics: symmetry and asymmetry</b><br><br>Move: performance and competition<br>Think: decision making, problem solving and creative thinking.<br><br>This unit will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create and perform sequences that incorporate symmetrical and asymmetrical balances on apparatus, applying flow. Pupils will learn how to include canon and unison in their sequence creation.<br><br>Symmetry<br>Asymmetry<br>Symmetrical and asymmetrical learning on apparatus<br>Sequence formation in pairs<br>Unison in sequences<br>Canon in sequences<br>Create sequences in unison on apparatus with symmetrical balances<br>Create sequences in canon on apparatus with symmetrical balances | <b>Health and wellbeing: mindfulness, meditative balances and relaxation techniques</b><br><br>Move: physical fitness<br>Think: knowledge of healthy, active living<br><br>This unit will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as visualisation, meditative balances, mime and deep breathing. Pupils will understand why these techniques are important for a healthy mind to support our overall wellbeing. | <b>Striking and fielding games: tactics and strategies through racing rounders</b><br><br>Move: application of tactics, strategies and compositional ideas<br>Think: knowledge of rules, tactics, strategies and compositional ideas<br><br>The unit will develop pupils' ability to apply the principles of attack vs defence, focusing on racing rounders. Pupils will continue to develop and apply a variety of fielding skills and tactics to keep the batter's score low and learn where to bat the ball in order to score maximum points. |   |  |

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|  |  | <p>Sequences on apparatus in pairs using symmetrical and asymmetrical balances</p> <p>Sequence work in groups combining concepts</p> <p>Sequence completion and peer review</p> <p>Sequence completion and performance</p> | <p>Interpret music to create expressive movement</p> <p>Create movement sequences to express emotions</p> <p>Use mime to explore positive and negative emotions</p> <p>Performing meditative balances incorporating mindfulness techniques</p> <p>Combine and perform mime with meditative balances</p> <p>Use mindfulness techniques to help manage emotions</p> | <p>The concept of racing rounders</p> <p>Fielding: bowling and backstop</p> <p>Batting: technique</p> <p>Batting: where and why</p> <p>Basic fielding tactics</p> <p>Game play: apply batting and fielding skills</p> |
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| Year 4/5   |  |  |  |  |   |             |
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| TERM   | ADVENT 1   | ADVENT 2   | LENT 1   | LENT 2   | PENTECOST 1   | PENTECOST 2 |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS | <p><b>Outdoor adventurous activities: solving problems</b></p> <p>Connect: teamwork and leadership. Move: application of tactics, strategies and compositional ideas</p> <p>The unit of work will develop pupils' ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as creating and applying effective tactics together.</p> <p>Solving problems as a</p> | <p><b>Invasion games: maintaining possession and stopping an attack in ball games</b></p> <p>Connect: teamwork and leadership<br/>Move: application of tactics, strategies and compositional ideas</p> <p>This unit will develop pupils' ability to apply the principles of attack vs defence, focusing on how to use their passing, moving and dribbling skills to create shooting opportunities as well as defensive principles to stop an attack. Pupils will work together in teams to create simple tactics.</p> <p>Combine passing and</p> | <p><b>Invasion games: maintaining possession and stopping an attack through basketball</b></p> <p>Move: movement competence<br/>Think: knowledge of rules, tactics, strategies and compositional ideas</p> <p>This unit will develop pupils' ability to apply the principles of attack vs defence through basketball. Pupils will develop their movement competence in passing, moving and dribbling and apply these skills to create shooting opportunities. When defending, pupils will learn how to stop an attack.</p> | <p><b>Net and wall games: tactics to overcome an opponent through pickleball</b></p> <p>Feel: engagement and enjoyment<br/>Move: movement competence</p> <p>This unit will develop pupil's understanding of how to beat an opponent in net based games with a specific focus on pickleball. Pupils will enjoy learning how to create space to win points and develop their competence when using a paddle to play forehand and backhand shots.</p> | <p><b>Athletics: athletic challenges developed</b></p> <p>Feel: personal and emotional<br/>Move: performance and competition</p> <p>This unit will challenge pupils' integrity and resilience when developing their sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the basics of triple jump.</p> <p>Sprinting: running at speed<br/>Sprinting: stride pattern</p> |             |

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|  | team using benches and mats<br>Create strategies to beat other teams with card based problems<br>Effective teamwork with a focus on collaboration and communication<br>Effective teamwork with a focus on collaboration, communication and motivation.  | receiving<br>Passing, receiving and creating space in games<br>Combine passing and moving to create shooting opportunities<br>Combine passing, moving and shooting<br>Defending to stop an attack<br>Game application of attack and defence   | Dribbling (hand)<br>Passing, receiving and creating space<br>Combine passing and dribbling to create space<br>Shooting and how to create shooting opportunities<br>Defending to stop the opposition's attack<br>Game application of attacking and defending  | Forehand (underarm shots) using paddles<br>Develop forehand (underarm shots) using paddles<br>Creating space to win a point using a paddle<br>Backhand<br>The forehand and backhand<br>The forehand and backhand in game situations  | Introduction to pacing<br>Use tactics when running for distance<br>Throwing for distance: javelin<br>Jumping for distance: standing triple jump |  |
|  | <b>Dance: traditional dance of the British Isles</b><br><br>Move: performance and competition<br>Think: evaluation, analysis and reflection<br><br>A stylistic approach develops Action-Space-Dynamics-Relationships to study dances from other times and places reviewing how and why motifs are repeated and developed. Pupils develop an understanding of the impact of accompaniment, landscape and other design features on action content.<br><br>Maypole dancing: England<br>Clog dancing: England<br>Barn dancing: England<br>Sword dancing: Scotland<br>Gay Gordons: Scotland<br>Strathspey: Scotland<br>Irish Dancing: Ireland<br>Musical structure: Ireland<br>Emphasis in dance: Ireland<br>Changing formations: Wales<br>Using props in dance: Wales<br>Contrasting dance: Wales | <b>Gymnastics: symmetry and asymmetry</b><br><br>Move: performance and competition<br>Think: decision making, problem solving and creative thinking.<br><br>This unit will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create and perform sequences that incorporate symmetrical and asymmetrical balances on apparatus, applying flow. Pupils will learn how to include canon and unison in their sequence creation.<br><br>Symmetry<br>Asymmetry<br>Symmetrical and asymmetrical learning on apparatus<br>Sequence formation in pairs<br>Unison in sequences<br>Canon in sequences<br>Create sequences in unison on apparatus with symmetrical balances<br>Create sequences in canon on apparatus with symmetrical balances | <b>Health and wellbeing: mindfulness, meditative balances and relaxation techniques</b><br><br>Move: physical fitness<br>Think: knowledge of healthy, active living<br><br>This unit will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as visualisation, meditative balances, mime and deep breathing. Pupils will understand why these techniques are important for a healthy mind to support our overall wellbeing. | <b>Striking and fielding games: tactics and strategies through racing rounders</b><br><br>Move: application of tactics, strategies and compositional ideas<br>Think: knowledge of rules, tactics, strategies and compositional ideas<br><br>The unit will develop pupils' ability to apply the principles of attack vs defence, focusing on racing rounders. Pupils will continue to develop and apply a variety of fielding skills and tactics to keep the batter's score low and learn where to bat the ball in order to score maximum points. |   |  |

# BISHOP ELLIS PE CURRICULUM PLAN

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|  |  | <p>Sequences on apparatus in pairs using symmetrical and asymmetrical balances</p> <p>Sequence work in groups combining concepts</p> <p>Sequence completion and peer review</p> <p>Sequence completion and performance</p> | <p>Interpret music to create expressive movement</p> <p>Create movement sequences to express emotions</p> <p>Use mime to explore positive and negative emotions</p> <p>Performing meditative balances incorporating mindfulness techniques</p> <p>Combine and perform mime with meditative balances</p> <p>Use mindfulness techniques to help manage emotions</p> | <p>The concept of racing rounders</p> <p>Fielding: bowling and backstop</p> <p>Batting: technique</p> <p>Batting: where and why</p> <p>Basic fielding tactics</p> <p>Game play: apply batting and fielding skills</p> |
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| Year 5/6   |  |   |   |  |  |   |
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| TERM   | ADVENT 1   | ADVENT 2  | LENT 1  | LENT 2   | PENTECOST 1  | PENTECOST 2   |
| UNIT OF WORK, ENQUIRY QUESTIONS and KEY CONCEPTS | <p><b>Outdoor adventurous activities: orienteering</b></p> <p>Connect: teamwork and leadership<br/>Move: application of tactics, strategies and compositional ideas.</p> <p>This unit will develop pupils' ability to orientate a map to locate points. Pupils will follow a set route and think strategically in order to reach as many points as possible in a set time. Pupils will develop their ability to collaborate with others and work as a team to complete the challenges.</p> <p>Introduce maps working together<br/>Using a map to follow a route<br/>Orientating a map to locate points<br/>Following a set route using a map</p> | <p><b>Invasion games: shooting, scoring and denying space in ball games</b></p> <p>Move: application of tactics, strategies and compositional ideas<br/>Think: decision making, problem solving and creative thinking</p> <p>The unit will challenge pupils to enhance their attacking and defensive skills. Pupils will have a clear understanding of when, where and why to apply these skills during a game. Pupils will be able to develop effective tactics for both attacking and defending and apply these successfully in games.</p> <p>Dribbling and keeping control<br/>Dribbling to attack and create space<br/>Dribbling and passing to</p> | <p><b>Invasion games: shooting, scoring and denying space through hockey</b></p> <p>Move: movement competence<br/>Think: knowledge of rules, tactics, strategies and compositional ideas</p> <p>The unit will enable pupils to enhance their attacking and defensive skills through hockey. Pupils will learn the game specific skills, understanding when, where and why to apply these skills. Pupils will create effective tactics for attack and defence, applying them successfully in modified games.</p> <p>Dribbling and control<br/>Accurately passing and receiving<br/>Dribbling and passing to maintain possession to</p> | <p><b>Net and wall games: tactics to overcome an opponent through tennis</b></p> <p>Feel: engagement and enjoyment<br/>Move: movement competence</p> <p>This unit will challenge pupils to apply their prior learning of hitting the ball into space and develop their motor competence to perform these skills through tennis. Pupils will develop their ability to serve and to volley, and enjoy applying these skills accurately and consistently in games.</p> <p>Forehand (underarm shots) using rackets<br/>Develop forehand (underarm shots) using rackets<br/>Introduce backhand shots with a racket<br/>Volley</p> | <p><b>Athletics: enhanced athletic challenges</b></p> <p>Feel: personal and emotional<br/>Move: performance and competition</p> <p>This unit will challenge pupils to consolidate their knowledge, understanding and ability to sprint effectively, individually and within a team. Pupils will show self motivation to improve their technique for throwing a shot put and explore and develop an understanding of how to hurdle safely.</p> <p>Finishing a race<br/>Evaluating sprinting performance<br/>Personal bests<br/>Relay changeovers<br/>Shot put<br/>The hurdles</p> | <p><b>Striking and fielding games: striking and fielding skills through cricket</b></p> <p>Move: movement competence<br/>Think: knowledge of rules, tactics, strategies and compositional ideas</p> <p>This unit will challenge pupils to refine their prior learning of the skills required for both batting and fielding applying these through cricket. Pupils will be able to create and apply tactics for both batting, and fielding, including bowling and apply these successfully within their teams.</p> <p>The concept of cricket<br/>Bowling<br/>Stopping and returning the ball</p> |

BISHOP ELLIS PE CURRICULUM PLAN

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|  | Collaborate effectively to complete a timed course<br>Orienteering competition  | keep possession and create scoring opps.<br>Denying space<br>Transition from defence to attack with a defensive focus<br>Attack vs defence | create scoring opportunities<br>Denying space and defending<br>Shooting in Hockey<br>Attack v defence   | Controlling the game from the serve<br>Game application through competition  |  | Striking the ball at different angles and speeds<br>Create and apply tactics, introduce umpiring and scoring<br>Game play: game scenarios |
|  | <b>Dance: your tag, everyday art</b><br><br>Connect: cultural and ethical awareness<br>Move: performance and competition<br><br>A themed approach uses Action-Space-Dynamics-Relationships to react to controversial art forms. Looking at Basquiat and Banksy, pupils question if it is social comment, work of art or criminal act. Using analytical skills, infusing dance with Hip-hop influences that emerged alongside graffiti art.<br><br>My tag, your tag<br>Influences: hip hop<br>Making your mark: motifs<br>Everyday heroes<br>Multimedia<br>Breaking the code<br>Stencilling<br>Social comment<br>Visual metaphors<br>Developing motifs using question and answer<br>Applying a range of motifs and structuring a dance<br>Refining, rehearsing and performing a dance using a combination of relationships |  | <b>Gymnastics: counter balance and counter tension</b><br><br>Move: application of tactics, strategies and compositional ideas<br>Think: evaluation, analysis and reflection<br><br>This unit will focus on exploring counter balance and counter tension using the floor and apparatus. Pupils will learn how to perform a range of balances in pairs and compose sequences that consistently incorporate flow. Pupils will evaluate their sequences and reflect on how to make improvements.<br><br>Counter balance<br>Counter balance on apparatus<br>Sequences to include counter balance on apparatus<br>Counter tension | <b>Gymnastics: flight</b><br><br>Feel: personal and emotional<br>Move: performance and competition<br><br>This unit will enable pupils to explore and perform a variety of jumps, knowing how to take off and land safely. Pupils will create sequences in groups, combining a variety of jumps and turns on apparatus with changes in level, direction, canon, unison and flow.<br><br>Flight<br>Jumping and turning<br>Utilising apparatus to create moments of flight<br>Jumping on apparatus: canon and unison<br>Group jumping sequences; turning, canon, unison, levels and direction<br>Performance and self-reflection | <b>Health and wellbeing: stamina, strength and flexibility</b><br><br>Move: physical fitness<br>Think: knowledge of healthy, active living<br><br>This unit will teach pupils the meaning of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits developing their own fitness and enhance their understanding of the importance of healthy active lifestyles.<br><br>Fitness<br>The cardiovascular system<br>Flexibility<br>Strength<br>Cardiovascular fitness<br>My personal best |   |



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|  |  | Sequences to include<br>counter balance and<br>counter tension on<br>apparatus<br>Performance and giving<br>feedback to others |  |  |  |
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