

VALE VIEW CURRICULUM BOOKLET



Why is PE important at Vale View?

- A high-quality physical education curriculum will inspire pupils to succeed and excel in competitive sport and other physically-demanding activities.
- PE provides opportunities for pupils to become physically confident in a way that supports their health and fitness.
- PE will allow opportunities to compete in sport and other activities, to build character and help to embed values such as fairness and respect.
- Children will develop competence to excel in a broad range of physical activities
- Children will be physically active for sustained periods of time □ Children will engage in competitive sports and activities □ Children will lead healthy, active lives.
- Children will be able to perform dances, supporting creativity, using a range of movements developing their flexibility and control
- Children will be able to swim confidently using a range of strokes
- Children will be given opportunities to develop leadership and teamwork

Knowledge / Concept skills:

Competitive	Skills	Knowledge
Wide range of sports/games: <ul style="list-style-type: none"> • Football • Hockey • Cricket • Tag Rugby □ • Rounders • Basketball • Tennis • Netball • Dodgeball 	<input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Throwing <input type="checkbox"/> Catching <input type="checkbox"/> Balance <input type="checkbox"/> Agility <input type="checkbox"/> Coordination <input type="checkbox"/> Strength <input type="checkbox"/> Flexibility <input type="checkbox"/> Control <input type="checkbox"/>	<ul style="list-style-type: none"> • Analysing • Comparing • Instructing • Evaluating • Safety • Tactics • Reflecting
Movement		Teamwork
<ul style="list-style-type: none"> • Running • Throwing • Jumping • Catching • Sequences • Balances • Rolls 		<ul style="list-style-type: none"> • Attacking • Defending • Planning • Challenging • Supporting • Adapting

Ensuring progression:

Year One

I can	
Games	<ul style="list-style-type: none">• I can throw underarm.• I can hit a ball with a bat.• I can move and stop safely.• I can throw and catch with both hands.• I can throw and kick in different ways.
Gymnastics	<ul style="list-style-type: none">• I can make my body curled, tense, stretched and relaxed.• I can control my body when travelling and balancing.• I can copy sequences and repeat them.• I can roll, curl, travel and balance in different ways.
Dance	<ul style="list-style-type: none">• I can move to music.• I can copy dance moves.• I can perform my own dance moves.• I can make up a short dance.• I can move safely in a space.
General	<ul style="list-style-type: none">• I can copy actions• I can repeat actions and skills.• I can move with control and care.• I can use equipment safely.

Ensuring progression:

Year Two

I can	
Games	<ul style="list-style-type: none"><input type="checkbox"/> I can use hitting, kicking and/or rolling in a game.<input type="checkbox"/> I can decide the best space to be in during a game.<input type="checkbox"/> I can use one tactic in a game.<input type="checkbox"/> I can follow rules.
Gymnastics	<ul style="list-style-type: none"><input type="checkbox"/> I can plan and perform a sequence of movements.<input type="checkbox"/> I can improve my sequence based on feedback.<input type="checkbox"/> I can think of more than one way to create a sequence and follow some rules.<input type="checkbox"/> I can work on my own and with a partner.
Dance	<ul style="list-style-type: none"><input type="checkbox"/> I can change rhythm, speed, level and direction in my dance.<input type="checkbox"/> I can dance with control and coordination.<input type="checkbox"/> I can make a sequence by linking sections together.<input type="checkbox"/> I can use dance to show a mood or feeling.
General	<ul style="list-style-type: none"><input type="checkbox"/> I can copy and remember actions.<input type="checkbox"/> I can talk about what is different from what I did and what someone else did.

Ensuring progression:

Year Three

I can	
Games	<ul style="list-style-type: none">• I can throw and catch with control.• I am aware of space and use it to support team-mates and to cause problems for the opposition.• I know and use rules fairly
Gymnastics	<ul style="list-style-type: none">• I can adapt sequences to suit different types of apparatus and criteria.• I can explain how strength and suppleness affect performance.• I can compare and contrast gymnastic sequences.
Dance	<ul style="list-style-type: none">• I can improvise freely and translate ideas from a stimulus into movement.• I can share and create phrases with a partner and a small group.• I can repeat, remember and perform phrases.
Athletics	<ul style="list-style-type: none">• I can run at fast, medium and slow speeds; changing direction and speed.• I can take part in a relay, remembering when to run and what to do.
Outdoor and adventurous	<ul style="list-style-type: none">• I can follow a map in a familiar context.• I can use clues to follow a route.• I can follow a route safely.

Ensuring progression:

Year Four

I can	
Games	<ul style="list-style-type: none">• I can catch with one hand.• I can throw and catch accurately.• I can hit a ball accurately with control.• I can keep possession of a ball.• I can vary tactics and adapt skills depending on what is happening in a game.
Gymnastics	<ul style="list-style-type: none">• I can work in a controlled way.• I can include change of speed and direction.• I can include a range of shapes.• I can work with a partner to create, repeat and improve a sequence with at least three phases.
Dance	<ul style="list-style-type: none">• I can take the lead when working with a partner or group.• I can use dance to communicate an idea.
Athletics	<ul style="list-style-type: none">• I can run over a long distance.• I can sprint over a short distance.• I can throw in different ways.• I can hit a target.• I can jump in different ways.
Outdoors and adventurous	<ul style="list-style-type: none">• I can follow a map in a (more demanding) familiar context.• I can follow a route within a time limit.

Ensuring progression:

Year Five

I can	
Games	<ul style="list-style-type: none"><input type="checkbox"/> I can gain possession by working as a team.<input type="checkbox"/> I can pass in different ways.<input type="checkbox"/> I can use forehand and backhand with a racket.<input type="checkbox"/> I can field.<input type="checkbox"/> I can choose a tactic for defending and attacking.<input type="checkbox"/> I can use a number of techniques to pass, dribble and shoot.
Gymnastics	<ul style="list-style-type: none"><input type="checkbox"/> I can make complex extended sequences.<input type="checkbox"/> I can combine action, balance and shape.<input type="checkbox"/> I can perform consistently to different audiences.
Dance	<ul style="list-style-type: none"><input type="checkbox"/> I can compose my own dances in a creative way.<input type="checkbox"/> I can perform to an accompaniment.<input type="checkbox"/> My dance shows clarity, fluency, accuracy and consistency.
Athletics	<ul style="list-style-type: none"><input type="checkbox"/> I can control taking off and landing.<input type="checkbox"/> I can throw with accuracy.<input type="checkbox"/> I can combine running and jumping.

Ensuring progression:

Year Six

I can	
Games	<ul style="list-style-type: none">• I can play to agreed rules.• I can explain rules.• I can umpire.• I can make a team and communicate a plan.• I can lead others in a game situation.
Gymnastics	<p><input type="checkbox"/> I can combine my own work with that of others. <input type="checkbox"/> I can link sequences to specific timings.</p>
Dance	<p><input type="checkbox"/> I can develop sequences in a specific style. <input type="checkbox"/> I can choose my own music and style.</p>
Athletics	<p><input type="checkbox"/> I can demonstrate stamina.</p>
Outdoor and adventurous	<ul style="list-style-type: none">• I can plan a route and a series of clues for someone else.• I can plan with others taking account of safety and danger.

End points:

EYFS:

- Children can show good control and co-ordination in large and small movements.
- Children move confidently in a range of ways, safely negotiating space.
- Children handle equipment and tools effectively, including pencils for writing.
- Children can explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow.
- Children understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1 Games:

Games	<ul style="list-style-type: none">□ Children can show control when dribbling with a ball□ Children can change speeds when travelling with a ball□ Children can turn on command when dribbling□ Children can look forward whilst dribbling□ Children can pass to a selected target□ Children can follow the rules of a game□ Children can show good catching skills when working on their own□ Children can regularly hit a ball within 3 attempts□ Children can bowl with one bounce at a selected target□ Children can use different parts of the foot to dribble a football□ Children can demonstrate correct grip/technique for holding a hockey stick (one hand at the top and one hand in the middle)
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End points:

KS1 Gymnastics:

Gymnastics	<ul style="list-style-type: none">• Children can perform a sequence of travelling movements on mats and benches• Children can perform a variety of balances on mats and a variety of equipment• Children can perform straight jump and star jump on mats and off benches• Children can create and perform a sequence on a bench to including movements, balances and jumps• Children can perform a variety of rolls on mats			
	Skill Acquisition			
	Travelling movements	Shapes	Balances	Jumps
	<ul style="list-style-type: none">• Giraffe• Bunny hop• Snake• Crab walk• Bear crawl	<ul style="list-style-type: none">• Tuck• Pike• Straddle• Straight• Star• Front support• Back support• Dish• Arch	<ul style="list-style-type: none">• T• Star• Arabesque• Front support• Piked v-sit	<ul style="list-style-type: none">• Straight jump• Star jump
	Rolls		Vaults	Acro
	<ul style="list-style-type: none">• Egg roll• Log roll• Rock and roll• Forward roll		<ul style="list-style-type: none">• Squat onto knees (bench)• Straddle on (bench)	<ul style="list-style-type: none">• 1 leg handstand• Straddled bunny hops over bench

End points:

KS1 Dance:

Dance	<ul style="list-style-type: none"><input type="checkbox"/> Children can perform a short sequence using different body shapes and movements<input type="checkbox"/> Children use a variety of direction, levels and speed when moving to music<input type="checkbox"/> Children can complete a simple dance sequence as part of a group<input type="checkbox"/> Children can transition from one dance movement to another<input type="checkbox"/> Children can use timings to enter, perform and exit a dance sequence<input type="checkbox"/> Children can work together to create different movement<input type="checkbox"/> Children can move to music using a variety of directions, levels and speed<input type="checkbox"/> Children can show a variety of dynamics, level, speed and direction<input type="checkbox"/> Children can create a short sequence with a partner
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KS1 General:

General	<ul style="list-style-type: none"><input type="checkbox"/> Children can travel with good spatial awareness<input type="checkbox"/> Children can work enthusiastically within a team<input type="checkbox"/> Children can show good communication and listening skills<input type="checkbox"/> Children can change directions with good balance<input type="checkbox"/> Children can complete SAQ equipment without slowing/stopping
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End points:

KS2 Games:

Games	<ul style="list-style-type: none"><input type="checkbox"/> Children can pass to a selected target<input type="checkbox"/> Children can travel with head up and awareness of opposition<input type="checkbox"/> Children can show a change of speed to move away from opposition<input type="checkbox"/> Children can make the right choice of pass for the appropriate distance<input type="checkbox"/> Children can catch the ball more than 50% of the time<input type="checkbox"/> Children can show understanding of tactics and strategies<input type="checkbox"/> Children can follow rules of the game, and explain to others where necessary<input type="checkbox"/> Children can demonstrate technical parts of a lesson/activity<input type="checkbox"/> Children can adapt rules to make a game more/less challenging depending on ability levels
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KS2 Dance:

Dance	<ul style="list-style-type: none"><input type="checkbox"/> Children can create simple patterns on their own and in small groups<input type="checkbox"/> Children can explore and develop new actions<input type="checkbox"/> Children can link actions to make a dance phrase<input type="checkbox"/> Children can perform short dances with expression<input type="checkbox"/> Children can complete dance movements to a count of 8 as part of a group<input type="checkbox"/> Children can use a wide range of actions<input type="checkbox"/> Children can experiment with a range of actions, varying and combining spatial patterns<input type="checkbox"/> Children can perform with fluency and control<input type="checkbox"/> Children can show fluency when combining dance movements together.<input type="checkbox"/> Children can remember, practise and combine longer, more complex dance phrases by adding sequences together
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End points:

KS2 Gymnastics:

- Children can perform a sequence of varied balances and jumps on mats and varied equipment
- Children can perform a variety of different rolls both on and off equipment
- Children can perform a variety of different paired balances on a variety of equipment
- Children can create and perform a sequence individually to include balances, jumps and rolls on benches
- Children can perform a variety of Vaults on a variety of equipment

Skill Acquisition

Gymnastics

Travelling movements	Shapes	Balances	Jumps
<ul style="list-style-type: none"> • Giraffe • Bunny hop • Snake • Crab walk • Bear crawl • Caterpillar • Gymnastics hop <input type="checkbox"/> 1 leg bunny hop • Spider walk 	<ul style="list-style-type: none"> • Tuck • Pike • Straddle • Straight • Star • Front support • Back support • Dish • Arch 	<ul style="list-style-type: none"> • T • Star • Arabesque • Back support – 1 leg lift • Straight leg T • Linked balances • Y balance • Group balances 	<ul style="list-style-type: none"> • Straight jump • Star jump • Tuck jump • Straight jump half /full turn • Tuck jump half turn • Straddle jump
Rolls		Vaults	Acro
<ul style="list-style-type: none"> • Egg roll • Log roll • Rock and roll • Forward roll • Teddy bear roll • Handstand forward roll • Backward roll 		<ul style="list-style-type: none"> • Squat onto knees (bench) • Straddle on (bench) • Straddle round • Straddle over • (Platforms) 	<ul style="list-style-type: none"> • Handstand forward roll • Cartwheel off bench <p>ked:</p> <ul style="list-style-type: none"> • Forward roll → cartwheel • Cartwheel → backward roll

How is PE assessed at Vale View ?

- When planning a topic there is a set of learning objectives
- Throughout the sequence of lessons the children will be working to meeting the learning objectives
- Staff will use formative assessment to amend their lesson plans and activities
- staff assess children throughout the lesson and will adapt the activities and level of challenge to ensure all children's needs are being met
- Once a topic has been completed teaching staff will complete summative assessments
- Teaching staff will complete a Vale View assessment Overview Sheet (as shown below)
- All children are assessed against the learning objectives and whether they're emerging, met or exceeding based on the topics learning objectivities.

Curriculum at a glance:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Balance & Movement	Gymnastics 1	Dance 1	Games	Gymnastics 2	Dance 2
Year 1	PL Primary Stars Programme (MCFC)	Outdoor PE – Throwing & Catching	Outdoor PE – Hockey			
	Gymnastics 1	Dance – Toys (LK)	Gymnastics 2	Dance – Hot & Cold	Gymnastics 3	Dance – Animals
Year 2	PL Primary Stars Programme (MCFC)	PL Primary Stars Programme (MCFC)	Outdoor PE – Parachute Games	Outdoor PE – Basketball	PL Primary Stars Programme (MCFC)	PL Primary Stars Programme (MCFC)
	Dance (LK)	Gymnastics 1	Dance	Gymnastics 2	Dance	Gymnastics 3
Year 3	PL Primary Stars Programme (MCFC)	PL Primary Stars Programme (MCFC)	Outdoor PE – Cricket	Outdoor PE – Athletics	PL Primary Stars Programme (MCFC)	PL Primary Stars Programme (MCFC)
	Gymnastics 1	Dance – Stone Age	Dance – Forces (LK)	Gymnastics 2	Swimming	
Year 4	Swimming		PL Primary Stars Programme (MCFC)			
	Gymnastics 1	Dance – Romans (LK)	Dance – Sound (LK)	Gymnastics 2	Dance – Ancient Greece (LK)	Gymnastics 3
Year 5	PL Primary Stars Programme (MCFC)	Outdoor PE – Cricket	Outdoor PE – Football			
	Gymnastics 1	Dance – Space (LK)	Swimming		Gymnastics 2	Dance – Crime & Punishment (LK)
Year 6	Outdoor PE – Tag Rugby	Dance – WW2	PL Primary Stars Programme (MCFC)			
	Gymnastics 1	Gymnastics 2	Gymnastics 3	Dance – S America (LK)	Gymnastics 4	Dance – Coasts (LK)

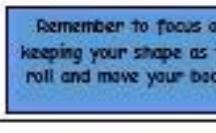
Knowledge organisers:

Year 1 - PE - Hockey		
Equipment	Grip	Key Vocabulary
 <p>Hockey stick</p>	<p>Use both hands to control movement.</p>  <p>Stronger hand at the bottom of taped handle</p> <p>Key Facts</p> <ul style="list-style-type: none"> Look forward when moving with the ball to avoid crashing into other players. Only use the flat side of the hockey stick to hit the ball to keep control. Correct PE kit to be worn. No jewellery. Tell an adult straight away if you are hurt. When you hear the whistle STOP and LISTEN. When using the hockey stick, it should be pointed at the ground. 	<p>Pass Move the ball towards another person</p> <p>Tackle To stop another player dribbling or passing the ball.</p> <p>Dribble Moving the ball with small repeated touches.</p> <p>Goal To score a point by putting a ball into a net.</p> <p>Turn Move in a different direction.</p> <p>Shoot Aim for the net when hitting the ball.</p>
 <p>Hockey ball</p>		
 <p>Net</p>		
 <p>Cones</p>		

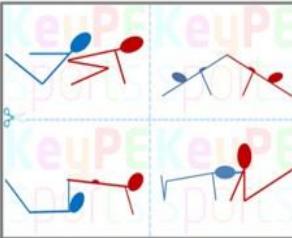
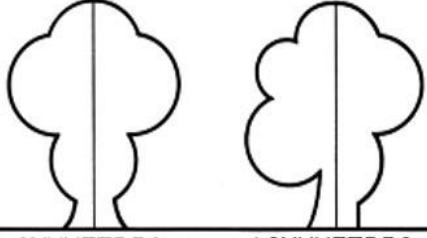
KeyPE
SPORTS

Knowledge organisers:

Year 2

Topic: Gymnastics											
Balances					Equipment						
											
											
Rolls											
				Equipment set up							
											
				Remember to focus on keeping your shape as you roll and move your body.							

Knowledge organisers:

YEAR 3 Gymnastics						
Key Sections of the Gymnastics Sessions		What is balance?	Key Vocabulary			
1 Balance at different heights		<p>A balance involves supporting the weight of the body to create different shapes and a combination using body parts. Points (smaller body parts) and patches (larger body parts) are used a lot when balancing.</p> <p>How can we extend a balance?</p> <ul style="list-style-type: none"> Move supporting body parts further away from each other Use less supporting body parts Stretch, extend and elevate unused body parts Stretch and extend supporting body parts 	<p>Floor Space to stand one and create balances</p> <p>Apparatus Equipment we can use to balance, and travel with</p> <p>Still finishing position Frozen shape and balance at the end of a moving sequence</p> <p>Balance Keeping your weight evenly spread as you stand</p> <p>Support Using body parts to hold your balance</p> <p>Transition Change from one movement to another</p> <p>Elevate Lift up</p> <p>Motion Smooth movement</p> <p>Shape Creating a shape with your body parts- arms, legs</p> <p>Travel Moving from one place to another</p> <p>Speed of travel How fast or slow you are moving</p> <p>Continuous flowing motion Moving without stopping in one speed</p> <p>Anticlockwise Opposite direction</p> <p>Clockwise Same direction as a clocks hands</p>			
2 Balances with different beginning and endings						
3 Travelling and balancing using apparatus		<p>Floor Balances</p> 				
4 Balances by pushing and pulling away from apparatus						
5 Travelling using a beanbag and creating symmetrical balances		<p>Forwards Rolls using Apparatus</p> 				
6 Using a ribbon to create a sequence of movements						
Moving with a partner						
 <p>SYMMETRIC ASYMMETRIC</p>		<p>symmetrical Completing a balance the same as your partner</p> <p>Asymmetrical Two different balances that are different in some way</p>				

Knowledge organisers:

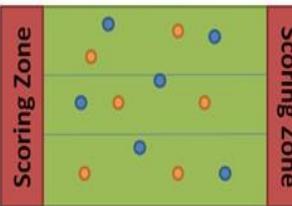
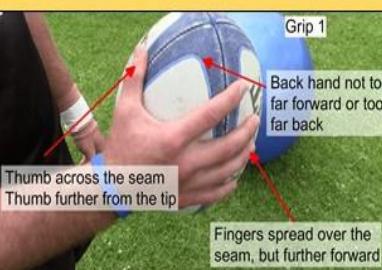
Year 4

Key Objectives of the Dance Lesson		Key Warm Up Actions/Movements		Key Vocabulary	
1	Romans in Britain (Marching sequence)	Hadrian's Wall	Link in rows, legs wide, middle arms linking and arms straight out	Flexibility	Giving easily
2	Improvisate own marching sequence	Roman Column	On own, arms straight out and up, right	Strength	Muscular power; the ability of a muscle or a group of muscles to exert a force against a resistance in one all-out effort.
3	Roman attack and defence - Fighting the British	Aqueduct	On own, legs wide, both hands flat on the floor	Technique/technical skill	accuracy of action, timing, rhythm and spatial awareness; control and the reproduction of movement in a rhythmically accurate way
4	Roman architecture	Roman Attack	Show image of Saxon soldier re-enactment, shield in left hand and spear in right hand	Control/coordination	The ability to start and stop movement, change direction and hold a shape efficiently
5	Hadrian's Wall	Roman Defence	Show image of Roman soldier re-enactment, shield in left hand and spear in right hand, but crushing down low in rows	Balance	An even distribution of weight enabling someone or something to remain upright and steady
6	Assessment: Use targets identified in the self-assessment through watching last week's performance to target areas for improvement. Pupils given time to work on this.	Roman Triumph	Celebration position that the Romans may have adopted	Movement patterns/dance phrases	Two or more movements combined together, often using 8 counts of music
Key Roman Knowledge (using more knowledge from previous lessons)		Focus when Structuring the deceptively simple sequence		Perform	Completing a dance phrase in front of an audience
August 48 BC	Julius Caesar attempted to invade Britain for the first time. They had an advantage but the weather meant they had to leave.	a) create links between all 4 sequences (teacher demo) b) emphasise the use of unison and formation c) ensure pupils are demonstrating use of attack / defence, level & direction clearly d) rehearse final performance sequence		Evaluate	Reflecting on your own dance phrase, using technology as a tool.
July-August 54 BC	Julius Caesar attempted to invade Britain for the second time. The Romans this time successfully conquered Britain, but Caesar was forced to leave to deal with problems in France (Gaul).	Skills for Assessing a performance the children can focus on and look at:		Improvisation	Creating movement / dance material on the spot, without prior planning
41 BC	Island invaded by Boudicca	<ul style="list-style-type: none"> - performing with control - formation - performing with strength - performing with confidence - unison - demonstrating balance in performance - clarity of action - links between sections - demonstrating flexibility in performance - performing with energy - attack & defence - level - direction 		Unison/in sync	Performing a phrase at the same time as a partner/group
122 AD	Construction of Hadrian's wall			Variation in Level	Performing the same actions but at different heights, with a focus on low and high performances
400	Deceitful attacks by the Picts, Scotts and Saxons				
450	Anglo-Saxon Roman officials and fight for themselves (410 Britain is Independent)				

Knowledge organisers:

Year 5 – Dance - Anglo Saxon Settlement of Britain					
Key Sections of the Dance Lesson		Key Warm Up Actions/Moves		Key Vocabulary	
1	The Romans being in control of Britain	Hadrian's Wall	Link in twos, legs wide, middle arms linking and arms straight out	Flexibility	Bending easily
2	The Romans being attacked and deciding to leave Britain: explore the concept of attack and defence in movement, using two different inspirations: the barbarian hoards that attacked/sacked Rome in 410 AD and the attacks on Britain by the Scots and the Picts before 410 AD.	Roman Column	On own, arms straight out and up, tight	Strength	Muscular power/ the ability of a muscle or a group of muscles to exert a force against a resistance in one all-out effort
3	The Anglo Saxons coming to Britain: explore the concept of invaders and settlers in movement, using the Anglo Saxons and their push/pull factors as inspiration	Aqueduct	On own, legs wide, both hands flat on the floor	Technique/technical skills	accuracy of action, timing, rhythmic and spatial awareness/content and the reproduction of movement in a stylistically accurate way
4	The Anglo Saxons settling in Britain-way of life-to reflect the growing strength/power of the Saxons in Britain and look at how this made Anglo Saxon Britain attractive to new invaders such as the Vikings	Saxon Attack	Show image of Saxon soldier recreation, shield in left hand and spear in right hand	Control/coordination	The ability to start and stop movement, change direction and hold a shape efficiently
5	Structuring the Dance: structure the 4 sections of dance created this half term	Saxon Defence	Show image of Saxon soldier recreation, shield in left hand and spear in right hand, but crouching down low in twos	Balance	an even distribution of weight enabling someone or something to remain upright and steady
6	Assessment: Use targets identified in the self-assessment through watching last week's performance to target areas for improvement. Pupils given time to work on this.	Roman Defeat	To reflect the sacking of Rome in 410 AD and the ensuing chaos, in twos, facing each other, hands up, look of shock on faces	Movement pattern/dance phrase	two or more movements combined together, often using 8 counts of music
Key Romans/Saxon Knowledge (taken from Humanities Planning)		Focus when Structuring the dance/putting it together			
43 AD	The Roman conquest of Britain fully begins-The Romans take over.	a) create links between all 4 sequences (teacher demo) b) emphasis the use of unison and formation c) ensure pupils are demonstrating use of attack / defence, level & direction clearly d) rehearse final performance sequence.			
409-410 AD	The Romans leave Britain to defend the rest of the empire against invading 'barbarians'	Ideas for evaluating a dance/what the children can focus on and look at:			
550 AD	The Anglo Saxons are fully settled in Britain and largely in control. Britain is broken up into several small kingdoms.	<ul style="list-style-type: none"> • performing with control • formation • performing with strength • performing with confidence • unison • demonstrating balance in performance • clarity of action • links between sections • demonstrating flexibility in performance • performing with energy 			
660 AD	The Anglo Saxon tribes now fully control most of Britain.				
Around 780 AD	Anglo Saxon Britain is becoming powerful-invaders from				

Knowledge organisers:

Year 6 - PE - Tag Rugby		
Tag Rugby Rules	Key Concepts/Key Ideas	Key Vocabulary
<h2>Tag Rugby Rules</h2> <p>START: The game is started with a free pass from the middle of the pitch. The opposition must start 7m away.</p> <p>TEAMS: Each team must have an equal number of players. The team must be between 5 and 8 players.</p> <p>TAGGING: Only the player with the ball can be tagged! Once tagged a player has 3 seconds to stop and pass the ball or a free pass is awarded to the opposition. A player can however score a try within 1 step of being tagged.</p> <p>IN PLAY: If the ball goes out of play a free pass is awarded to the opponents of the team who touched it last.</p> <p>OFFSIDE: Once a player is tagged all other defenders must move back to at least 1m from the ball. If a defender interferes or slows down the pass a free pass is awarded. Players can however run and attempt to intercept a floated pass AFTER it has been thrown by running from an onside position.</p> <p>PEHQ @PhysEdHQ</p>	<ul style="list-style-type: none"> To accurately pass and receive the ball while considering space, speed and direction. To play as a team to score points. To intercept the other team and play strategically to maintain possession of the ball. To discuss and build strategies as a team. <p>Layout of Tag Rugby Pitch</p>  <p>Correct way to hold rugby ball</p> 	<p>Passing When the ball is aimed and thrown to another player on your team.</p> <p>Catch To receive the ball when thrown to you.</p> <p>Dodge To avoid being 'tagged' by changing speed or direction.</p> <p>Tag/tagged When a player manages to pull a tag from another player- when tagged the player must pass the ball within 3 seconds.</p> <p>Possession Whichever player/team has hold on the ball.</p> <p>Make and use space During play, players to consider where the space is away from opponents to either gain or maintain possession.</p> <p>Strategy A team discussion about placement of players and what plays the team may use to score points.</p> <p>Intercept To get the ball from the opposite team.</p> <p>Spin A move to turn body away from opposition/progress past them without being 'tagged'.</p>

How is PE taught at Vale View?

Implementation in EYFS

- One timetabled session per week
- External professional sport coaches brought in to deliver high quality lessons including dance and gymnastics
- Daily gross and fine motor skills activities
- Observations captured on Learning Book
- Celebration of Sport 2 weeks – engaging 2 weeks with sports professionals and varied activities

Implementation in KS1

- One timetabled session per week
- Year 2 Knowledge rich curriculum supported by teacher use of knowledge organisers
- External professional sport coaches brought in to deliver high quality lessons including dance and gymnastics
- Ongoing formative assessments through a unit of work
- Use of high-quality PE equipment
- Celebration of Sport 2 weeks – engaging 2 weeks with sports professionals and varied activities

Implementation in KS2

- One timetabled session per week
- Year 5 classes timetabled for one term of swimming. Booster sessions in one term to support Year 5 and 6 to meet National Curriculum target. Led by PE co-ordinator.
- Knowledge rich curriculum supported by teacher use of knowledge organisers

- External professional sport coaches brought in to deliver high quality lessons including dance and gymnastics
- Ongoing formative assessments through a unit of work
- Use of high-quality PE equipment
- Celebration of Sport 2 weeks – engaging 2 weeks with sports professionals and varied activities

How is PE adapted for SEND pupils at Vale View?

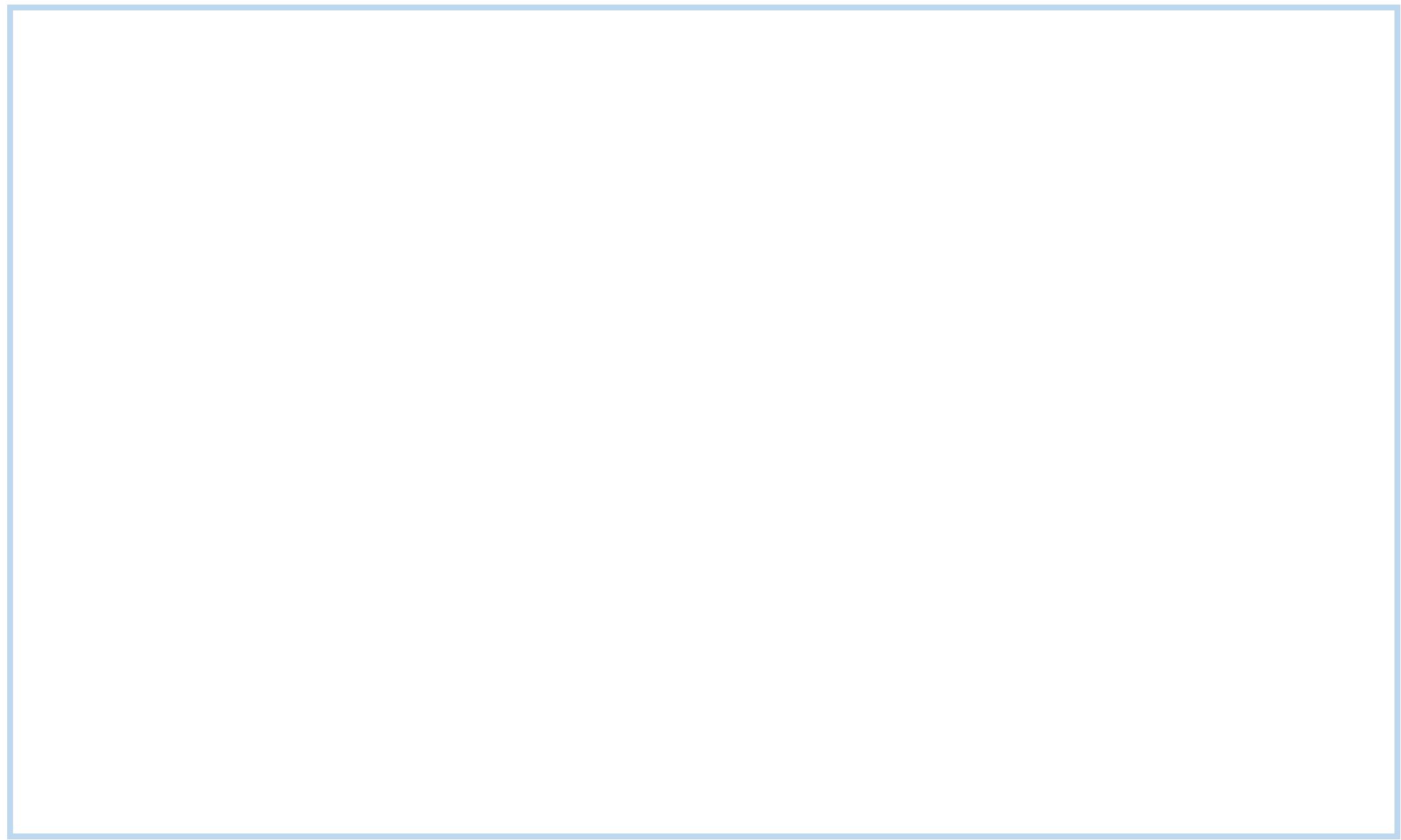
It is the responsibility for all teaching staff to ensure they deliver quality first teaching which means that lessons are adapted and delivered to meet the needs of all pupils within their class.

- Each teacher complies a Knowledge Organiser for each topic considering the pupils abilities and needs, within this Knowledge Organiser the teacher will consider possible activities that can be used to teach the topic. The activities considered are based on the needs and abilities of the pupils within their class.
- When planning lessons teachers consider the needs of their class to ensure they reduce and where possible remove barriers completely.
- Activities are adapted where applicable to ensure pupils are still being challenged, here are some ways in which this can be done:
 - Reduce or extend distance
 - Change the height of apparatus
 - Use different body parts – different body parts can be used for dance
 - Extra time to be given to perform
 - Extra space or reduced space used for activities
- Resources are created with pupils' strengths and abilities considered
- Children are grouped or paired together to challenge and support one another
- Equipment is adapted where necessary – use of props

- Use of visual and sound cues where appropriate
- Alternative routes for orienteering to be considered where applicable

Curriculum Enrichment:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						Residential trip
Whole school Enrichment					Sport visitor	Celebration of Sport 2 weeks Including individual Year group sports day.



PE Curriculum Enrichment:

Celebration of Sport - 2 Weeks

are
In
activities. Different sporting professionals are invited to present and deliver fun and

Sports Day:

During Summer 2 EFYS/KS1 and KS2 have a

Balance skills, speed and endurance, throwing and relay. Focus on Vale View 5 R's are highlighted so every child has an opportunity to excel.

separate Sports Day, this is a time for the children to show their competitive edge, the skills they have learnt and fun in a range of activities including: