

The John Ball Curriculum

Physical Education

Subject Lead: Connor Butler



JOHN BALL
PRIMARY SCHOOL



A vision for PE at John Ball School

Our aim at John Ball is to develop a subject that promotes enjoyable participation in physical activity. To allow children to develop the skills, confidence and knowledge needed to compete and take part in Sport. Our vision is that children at John Ball will know the value PE has for leading a healthy lifestyle and the benefits it can have social, mentally and physically.

At John Ball, we believe a high quality PE curriculum should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to. Through PE & Sport our children learn to develop the important qualities of discipline, resilience, communication, team work, and ambition, leading to improved concentration, attitude, and academic. It is also a perfect framework to teach the John Ball PRIDE values of personal excellent, resilience, independence, determination and equality.

We believe that a high quality PE curriculum will develop physical literacy and will allow pupils to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork and communication.

At John Ball, all Dance and Gymnastics tuition is taught from qualified, professional coaches.

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2021/2022

PE OVERVIEW		Key Stage 1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	O/D	INTRODUCTION TO PE	Speed, Agility and Balance Playground Games/	Speed, Agility and Balance Playground Games	Dodgeball Handball	Handball	Dodgeball Handball
	I/D	GYMNASTICS	DANCE	DANCE	DANCE	DANCE	GYMNASTICS
Autumn 2	O/D	SKILLS IN ISOLATION	Handball	Handball	Basketball	Dodgeball	Basketball
	I/D	DANCE	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	DANCE
Spring 1	O/D	INVASION GAMES	Invasion Games Skills	Invasion Games Skills	Y4 TAG Rugby	Y5 TAG Rugby	Hockey
	I/D	GYMNASTICS	DANCE	DANCE	DANCE	DANCE	GYMNASTICS
Spring 2	O/D	PROBLEM SOLVING	Attacking and Defending	Advanced Problem Solving Dodgeball	Attacking and Defending	Attacking and Defending	Baseball and Cricket
	I/D	DANCE	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	DANCE
Summer 1	O/D	CORE SKILLS HEALTH AND FITNESS	Core Skills	TAG Rugby Football	Hockey	Hockey	Athletics
	I/D	GYMNASTICS	DANCE	DANCE	DANCE	DANCE	GYMNASTICS
Summer 2	O/D	ATTACKING AND DEFENDING	Competitive SSG'S	Competitive SSG'S	Competitive SSG's	Competitive SSG's	Football
	I/D	DANCE	GYMNASTICS	GYMNASTICS	GYMNASTICS	GYMNASTICS	DANCE

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SKILLS PE	Key Stage 1	Lower KS2	Upper KS2
	Year 1 and 2	Year 3 and 4	Year 5 and 6
Games	<ul style="list-style-type: none"> Use the terms 'opponent' and 'team-mate' Use rolling, hitting, running, jumping, catching and kicking skills in combination. Develop tactics. Lead others when appropriate. 	<ul style="list-style-type: none"> Throw and catch with control and accuracy. Strike a ball and field with control. Choose appropriate tactics to cause problems for the opposition. Follow the rules of the game and play fairly. Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). Pass to team mates at appropriate times. Lead others and act as a respectful team member. 	<ul style="list-style-type: none"> Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) Work alone, or with team mates in order to gain points or possession. Strike a bowled or volleyed ball with accuracy. Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play. Choose the most appropriate tactics for a game. Uphold the spirit of fair play and respect in all competitive situations. Lead others when called upon and act as a good role model within a team.
Dance	<ul style="list-style-type: none"> Copy and remember moves and positions. Move with careful control and coordination. Link two or more actions to perform a sequence. Choose movements to communicate a mood, feeling or idea. 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Create dances and movements that convey a definite idea. Change speed and levels within a performance. Develop physical strength and suppleness by practising moves and stretching. 	<ul style="list-style-type: none"> Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture. Perform and create complex sequences. Express an idea in original and imaginative ways. Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).
Gymnastics	<ul style="list-style-type: none"> Copy and remember actions. Move with some control and awareness of space. Link two or more actions to make a sequence. Show contrasts (such as small/tall, straight/curved and wide/narrow). 	<ul style="list-style-type: none"> Plan, perform and repeat sequences. Move in a clear, fluent and expressive manner. Refine movements into sequences. Show changes of direction, speed and level during a performance. Travel in a variety of ways, including flight, by transferring weight to generate 	<ul style="list-style-type: none"> Create complex and well-executed sequences that include a full range of movements including: <ul style="list-style-type: none"> Travelling balances swinging springing flight

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	<ul style="list-style-type: none"> • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>power in movements.</p> <ul style="list-style-type: none"> • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). • Swing and hang from equipment safely (using hands). 	<ul style="list-style-type: none"> • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).
Swimming			<ul style="list-style-type: none"> • Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements.
Athletics	<ul style="list-style-type: none"> • Athletic activities are combined with games in Years 1 and 2. 	<ul style="list-style-type: none"> • Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take-off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

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<p>Outdoor and adventurous activities</p>		<ul style="list-style-type: none">• Arrive properly equipped for outdoor and adventurous activity.• Understand the need to show accomplishment in managing risks.• Show an ability to both lead and form part of a team.• Support others and seek support if required when the situation dictates.• Show resilience when plans do not work and initiative to try new ways of working.• Use maps, compasses and digital devices to orientate themselves.• Remain aware of changing conditions and change plans if necessary.	<ul style="list-style-type: none">• Select appropriate equipment for outdoor and adventurous activity.• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.• Embrace both leadership and team roles and gain the commitment and respect of a team.• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.• Remain positive even in the most challenging circumstances, rallying others if need be.• Use a range of devices in order to orientate themselves.• Quickly assess changing conditions and adapt plans to ensure safety comes first.
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PHYSICAL EDUCATION – Year 1

Half term	Topic title	Knowledge covered
Autumn 1	Outdoor: Introduction to PE	<ul style="list-style-type: none"> • Importance of a warm up • Different exercises that raise our heart rate(sprints, jogging, jumping.) • Team Building exercises • Individual TAG Games (capture the flag, stuck in the mud)
Autumn 2	Outdoor: Skills in Isolation	<ul style="list-style-type: none"> • Throwing and Catching • Hand eye co ordination • Balance, agility and flexibility • Timing and Rhythm (working pairs creating mirror movements and sequences)
Spring 1	Outdoor: Invasion Games	<ul style="list-style-type: none"> • Steps and exploring movements through dance • Target Games (Small Passing) Focusing on different weight of pass and how sometimes we pass into areas for players to receive.) • Hockey basic stick work being comfortable with the equipment
Spring 2	Outdoor: Problem Solving	<ul style="list-style-type: none"> • Problem Solving Games – Robin Hood, Escape the area Developing ideas of tactics, when to attack and when to defend in situations. • Handball focusing on why we move into space and how we move • Bench ball focusing on ways to play against a defense
Summer 1	Outdoor: Core Skills	<ul style="list-style-type: none"> • Jumping (Long Jump, Vertical Jump) • Balance Games • Running (Racing, Turning, Short Movements) • Core Strength (Body Shape, Posture)
Summer2	Outdoor: Attacking and defending in competitive situations	<ul style="list-style-type: none"> • Football (Being able to play attack in 1v1 situations) • Hockey (Duel work in pairs, when to attack and when to defend) • TAG Games (applying knowledge of when to attack a space or when to delay)

This subject area is currently under review and KPIs will be available from Autumn 2

PHYSICAL EDUCATION – Year 2

Half term	Topic title	Knowledge covered
Autumn 1	Outdoor: Speed, Agility and Balance	<ul style="list-style-type: none"> • Circuit training looking at different levels of speed, what being agile looks like and exploring the importance of balance. • Playground Games: exploring all different games that cover isolation, team work and challenges. • Introduction of Yoga covering different body shapes and posture used. Looking at Core Strength and what muscle groups are used and how much do we know about our muscle groups.
Autumn 2	Outdoor: Handball	<ul style="list-style-type: none"> • Handball revisiting the basic rules of Handball. • Allowing the class to play match situations and challenging them to problem solve in different match scenarios. Also going over the importance of throwing and catching in conjunction with the game.
Spring 1	Outdoor: Invasion Games Skills	<ul style="list-style-type: none"> • Target Games (Small Passing) • Hockey basic stick work being comfortable with the equipment progressing into passing scenarios and duel work. • Perform movements in unison, keeping in time with coach and/or music. • Perform movements/ motifs with fluency and control.
Spring 2	Outdoor: Attacking and Defending	<ul style="list-style-type: none"> • Football (Being able to play attack in 1v1 situation progressing into 2v2 , 3v2 overloads in relation to match situations. • Hockey (Duel work in pairs, when to attack and when to defend. Progressing into small sided games 3v3 to highlight duel work when in competition. • TAG Games (applying knowledge of when to attack a space or when to delay) high intensity.
Summer 1	Outdoor: Core Skills	<ul style="list-style-type: none"> • Jumping (Long Jump, Vertical Jump) Progressing onto triple Jump and exploring the differences. • Balance Games involving group balances and looking at counter balance introduction. • Running (Racing, Turning, Short Movements, Exploring longer distance running and covering breathing and running styles. • Core Strength (Body Shape, Posture) Partner work.

Summer 2	Outdoor: Competitive SSG'S/ Physical Development	<ul style="list-style-type: none">• Contact work with partners looking at physically challenging duels and the importance of being physical in different situations.• Allowing children in pairs to physically engage with light contact when trying to win a tackle or reach a target.• Small Sided Games in Football, Hockey and TAG Rugby ,covered allowing the children to showcase their skills in competitive situations.
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PHYSICAL EDUCATION – Year 3

Half term	Topic title	Knowledge covered
Autumn 1	Outdoor: Speed, Agility and Balance	<ul style="list-style-type: none"> • Circuit training getting the children to create their own circuits and allowing them to peer assess others, building on knowledge learnt in Y2. • Playground Games- exploring all different games that cover isolation, team work and challenges. • Looking at team relays, bench ball and tunnel ball. Yoga covering the importance of stretching and exploring different muscle groups and what stretches we use. Looking into what stretches we perform for the specific muscle groups. Standing poses and what muscles we use. Quadriceps etc.
Autumn 2	Outdoor: Handball	<ul style="list-style-type: none"> • Handball focusing on attacking and looking at overloads when attacking and how to exploit defenders in an overload situation. • Gymnastics- circuit choice. Looking at all the different equipment, exploring all ways we can travel across various resources. Using benches to run across, using the horse to spring and jump. Giving ownership to the children to explore all apparatus.
Spring 1	Outdoor: Invasion Games Skills	<ul style="list-style-type: none"> • Working on a dance alongside Topic Work. Develop clarity of movement using different levels and movement patterns (High, medium, low, line formation, circle, diagonal, zig zag, triangle, canon, and unison) • Target Games (Variations of Passing, Hoop Work) • Striking and fielding being able to strike a ball into an area to gain points for a team.
Spring 2	Outdoor: Advanced Problem Solving	<ul style="list-style-type: none"> • Dodgeball – explaining the rules of dodgeball allowing the children to try the game focusing on the attacking and evading side of the sport. Using the knowledge provided in Year 2 to allow the child to effect the game with specific objectives. EG. Playing on the attack when outnumbered. • In various sports looking at specific situations that occur. Overloads, counter attacks. A repetition of Year 2, highlighting are improvements and applying are already practiced skills into game situations.

Summer 1	Outdoor: TAG Rugby	<ul style="list-style-type: none">• Introduction to TAG Rugby rules and key skills to be looked at in isolation and small pair work.• Football covering technical work focusing on different surfaces and touches we use to manipulate the ball. Being able to identify when we need to use bigger touches in the game. Identifying when we need to use the sole part of the foot to manipulate the ball.
Summer 2	Outdoor: Competitive SSG'S	<ul style="list-style-type: none">• Contact work with partners looking at physically challenging duels and the importance of being physical in different situations.• Allowing children in pairs to physically engage with light contact when trying to win a tackle or reach a target.• Small Sided Games in various sports covered allowing the children to showcase their skills in competitive situations.

This subject area is currently under review and KPIs will be available from Autumn 2

PHYSICAL EDUCATION – Year 4

Half term	Topic title	Knowledge covered
Autumn 1	Outdoor: Handball	<ul style="list-style-type: none"> • Handball focusing on attacking and looking at overloads when attacking and how to exploit defenders in an overload situation. • A small progression on original dodgeball getting the children to see disguise work when attacking and throwing.
Autumn 2	Outdoor: Basketball	<ul style="list-style-type: none"> • Basketball looking at specific fouls such as double dribbling and traveling in isolation and match situations. • Gymnastics- link two jumps and three balances with travelling and rolling movements to create a sequence which uses planned variations in body shape, speed and direction.
Spring 1	Outdoor: TAG Rugby	<ul style="list-style-type: none"> • Learn and practice a range of movements to perform with a piece of modern/ commercial music (top rock, popping, body wave, cool walks, freezes, isolations) • TAG Rugby small sided games focusing on defending together and how to create a low block.
Spring 2	Outdoor: Attacking and Defending	<ul style="list-style-type: none"> • Football (Being able to play attack in 1v1 situation progressing into 2v2 , 3v2 overloads in relation to match situations.) • In various sorts looking at specific situations that occur. Overloads, counter attacks. • Yoga group working looking at balance and body postures. Focusing on poses which occur in the lower body using twist body yoga poses. Exploring how stretching the muscle areas affect our poses.
Summer 1	Outdoor: Hockey	<ul style="list-style-type: none"> • Hockey (Duel work in pairs, when to attack and when to defend. Progressing into small sided games 3v3 to highlight duel work when in competition. • HRF focusing on importance of a healthy lifestyle looking at long distance running and maintain stamina.

Summer 2	Outdoor: Competitive SSG'S Physical Development	<ul style="list-style-type: none">• Contact work with partners looking at physically challenging duels and the importance of being physical in different situations.• Allowing children in pairs to physically engage with light contact when trying to win a tackle or reach a target.• Small Sided Games in various sports covered allowing the children to showcase their skills in competitive situations. A repetition of last year and a showcase to display skills acquired over the school year.
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This subject area is currently under review and KPIs will be available from Autumn 2

PHYSICAL EDUCATION – Year 5

Half term	Topic title	Knowledge covered
Autumn 1	Outdoor: Basketball	<ul style="list-style-type: none"> • Focusing on the importance of passing quickly, playing into areas and moving as a team. • Individual ball dribbling, looking at different types of ball mastery skills when bouncing the ball. • Target practice focusing on accuracy when shooting.
Autumn 2	Swimming	<ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] . • Gymnastics- Explore combined balances with each partner on a different level. Move into and out of the balance using canon and synchronisation
Spring 1	Outdoor: Attacking and Defending	<ul style="list-style-type: none"> • Football - to improve children's skills of sending, receiving and travelling with the ball and to understand common skills and principles of invasion games including attack and defence. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Spring 2	Outdoor: TAG Rugby	<ul style="list-style-type: none"> • Tag Rugby looking at attacking against a lower block of defenders. • Introducing the passing rule where it cannot be played forward allowing the teams to set up shape looking at tactics of the rule. • Yoga -Understand the need for a warm-up and working body strength, tone and flexibility and how these contribute to health and fitness. – • Work with body tension and extension
Summer 1	Outdoor: Hockey	<ul style="list-style-type: none"> • Hockey duel work covering different ways to dominate in 1v1 situations. • Looking into the tactical side of Hockey and what different roles, areas and positions look like. • Interval training, exploring running styles over long distances. Looking at pace setting and the importance of the respiratory system with running.
Summer 2	Outdoor: Competitive SSG'S	<ul style="list-style-type: none"> • Contact work with partners looking at physically challenging duels and the importance of being physical in different situations. • Allowing children in pairs to physically engage with light contact when trying to win a tackle or reach a target. Repetition of last year increasing the contact and intensity. • Small Sided Games in various sports covered allowing the children to showcase their skills in competitive situations.

PHYSICAL EDUCATION – Year 6

Half term	Topic title	Knowledge covered
Autumn 1	Outdoor: Dodgeball	<ul style="list-style-type: none"> • Dodgeball- playing Doctor Dodgeball which creates a tactical game looking at where certain players should play and how different tactics will effect outcomes of games. Playing extreme dodgeball for intensity and looking at the difference of the two games. • Handball - Making decisions 2 against 1 - Tactically clever positioning - Taking up 1 against 1 situations - Defending an area - Cooperating in defence
Autumn 2	Outdoor: Basketball	<ul style="list-style-type: none"> • Individual ball dribbling, looking at different types of ball mastery skills when bouncing the ball. • Small game scenarios which are relevant to match situations. Eg. Counter attack, low block • TAG Rugby focusing on class matches, looking at an overview of the sport and applying all our skills into a match situation.
Spring 1	Outdoor: Hockey	<ul style="list-style-type: none"> • Hockey duel work covering different ways to dominate in 1v1 situations • Looking into the tactical side of Hockey and what different roles, areas and positions look like. • Various Indoor Games with problem solving and tactical needs. Benchball, Handball, Dodgeball and Square Ball.
Spring 2	Outdoor: Baseball	<ul style="list-style-type: none"> • Focusing on the striking and fielding of both sports, how they link and how they differ. • Tactically looking at the fielding side of both sports and how organization has a massive impact on both. • Trying whole class games to explore the differences and put skills to work.
Summer 1	Outdoor: Athletics	<ul style="list-style-type: none"> • Exploring all different field events looking at Long Jump, Triple Jump , Shotput. • Competitive track events, Relay, 100m • Small 2v2 tennis games applying racquet work skills in a non-competitive environment and then to progress in a end of term showcase.
Summer 2	Outdoor: Competitive SSG'S	<ul style="list-style-type: none"> • Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

This subject area is currently under review and KPIs will be available from Autumn 2



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