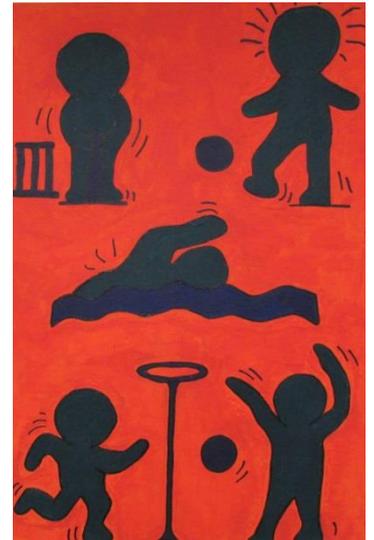




Curriculum Intent for PE

At West Leigh we aim to inspire and motivate children to live healthy, active lifestyles in their childhood and throughout their adult lives through our outstanding delivery of Physical Education and school sport. Our curriculum provides opportunities for children to become physically confident in a way which supports their health and fitness. We also use PE to give children opportunities to compete in a wide range of sport and games which build character and help to embed values such as fairness, respect and responsibility. Virtual competitions have enabled us to provide participation opportunities to every single one of our children. Children have an array of opportunities to participate in extra-curricular sports clubs delivered by PE specialists, regardless of their ability or background. We are then able to encourage children to develop a passion for sport, whilst also supporting our gifted and talented athletes to reach their full potential. Our longstanding participation and success in county and national competitions in a variety of sports is used as an inspiration for future success to our youngest children.

'We are athletes'



PE takes place as a standalone subject twice a week following the national curriculum and PE Hub scheme of planning. Children also participate in an extra swimming session every week. We wish to inspire children to develop a love for physical education and sport – this is evident in our high uptake of extra-curricular activities and excellence in inter-school competitions. 85% of children in Year 6 left the school representing the school in a sporting event throughout their time with us. For the last four consecutive full academic years, the school has achieved the Gold Award for the School Games Award which now means we are eligible to achieve the Platinum Award.

Each year group is given clear medium term planning with an emphasis on keeping the children as active as possible during lessons. Knowledge organisers are shared with the children so that they understand the purpose of their lessons and how they will progress over a series of lessons. It is important that children have a strong understanding of how to be active and the importance of living active lifestyles. During the school day, all children wear fitness trackers that monitor their participation in moderate to vigorous physical activity. This data is then reviewed frequently to ensure children are physically active and working in line with the Childhood Obesity Plan of 30 minutes of physical activity every day.

Our P.E. curriculum is divided into indoor, outdoor, specialist PE coach and swimming.

Year 3

Our intent is that all children in Year 3 will:

- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Play fairly.
- Act as a respectful team member.
- Plan, perform and repeat dance sequences.
- Move in a clear, fluent and expressive manner in dance.
- Refine movements into sequences.
- Create dances and movements that convey an idea.
- Plan, perform and repeat gymnastics sequences.
- Move in a clear, fluent and expressive manner in gymnastics.
- Refine movements into sequences.
- Show changes of direction, speed and level during a performance.
- 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).
- Compete with others.

Year 4

Our intent is that all children in Year 4 will:

- 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.
- 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.
- 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.
- Travel in a variety of ways, including flight, by transferring weight to generate power in movements.
- 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).
- Use a wide 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.

Year 5

Our intent is that all children in Year 5 will:

- Select appropriate equipment for outdoor and adventurous activity.
- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- Remain positive even in the most challenging circumstances.
- Use a range of devices in order to orientate themselves.
- 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.
- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create sequences.
- Express an idea in original and imaginative ways.
- 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.
- Create well-executed sequences that include a full range of movements including:
 - travelling
 - balances
 - swinging
 - springing
 - flight
 - vaults
 - inversions
 - rotations
 - bending, stretching and twisting
 - gestures

- linking skills.
- Combine sprinting with low hurdles over 60 metres.
- Show control in take off and landings when jumping.
- Compete with others and keep track of personal best performances.

Year 6

Our intent is that all children in Year 6 will:

- 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.
- Quickly assess changing conditions and adapt plans to ensure safety comes first.
- 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.
- 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).
- Create complex and well-executed sequences that include a full range of movements including:
 - travelling
 - balances
 - swinging
 - springing
 - flight
 - vaults
 - inversions
 - rotations
 - bending, stretching and twisting
 - gestures
 - linking skills.
- 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).
- Choose the best place for running over a variety of distances.
- Throw accurately and refine performance by analysing technique and body shape.
- Compete with others and keep track of personal best performances, setting targets for improvement.