

The logo for Spire Junior School is a circular emblem. The top half is light blue and contains the text "Spire Junior School" in a blue, sans-serif font. Below this, in a smaller font, is the motto "Working for our children". The bottom half of the emblem is light green and features a stylized white figure of a person with arms raised, resembling a spire or a child. The entire emblem is set against a light blue background.

PE at Spire
Junior School

PE Overview

At Spire Junior School, our PE curriculum is designed to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We recognize the unique structure of our mixed-year groups and have developed a flexible, inclusive, and progressive PE program that meets the needs of all learners, regardless of age or ability.

Our Curriculum Intentions:

1. **Physical Literacy & Fundamental Skills:** Develop pupils' fundamental movement skills (agility, balance, coordination) through age-appropriate and progressive activities. Ensure pupils become confident in a broad range of physical activities.
2. **Inclusivity & Differentiation:** Provide adapted challenges within lessons to allow all children, regardless of age or ability, to access, enjoy, and progress. Celebrate individual progress over competition, particularly for younger or less experienced pupils.
3. **Health & Wellbeing:** Promote the importance of physical activity for physical, mental, and emotional well-being. Embed understanding of healthy lifestyle choices through practical and cross-curricular learning.
4. **Teamwork & Social Development:** Foster teamwork, communication, and respect through collaborative activities and games. Encourage older pupils to take on leadership roles, such as mentoring or officiating.
5. **Creativity & Enjoyment:** Inspire a love for movement through varied activities, including dance, gymnastics, and creative games. Provide opportunities for exploration and self-expression.
6. **Competition & Challenge:** Offer intra- and inter-school competition opportunities that are fair and accessible across age groups. Encourage personal bests and goal-setting, fostering resilience and perseverance.
7. **Curriculum Integration & Wider Learning:** Link PE themes to wider school topics and values (e.g., friendship, determination, respect). Support cross-curricular learning, especially in science (body systems), PSHE (wellbeing), and maths (measuring progress).

Curriculum Overview

<u>Term</u>	<u>Focus Area</u>	<u>Key activities</u>	<u>Cross-Curricular Links</u>	<u>Assessment Focus</u>
<u>Autumn 1</u>	Invasion games Rugby - year 6 Swimming - year 5 Cricket - year 3 & 4	Tag rugby, football, netball, basketball skills	PSHE (Teamwork), maths (scoring systems)	Spatial awareness, passing, teamwork.
<u>Autumn 2</u>	Gymnastics Swimming - year 5	Balancing, rolling sequences, apparatus work.	Art (body shapes), science (muscles and movement).	Body control, creativity, sequencing
<u>Spring 1</u>	Dance and movement Swimming - year 4	Thematic dance, storytelling through movement	Literacy (storytelling), music (rhythm)	Rhythm, expression, choreography
<u>Spring 2</u>	Net and wall games Swimming year 4	Tennis, table tennis	Geography (global sports), science (forces)	Striking technique, positioning, serve and return
<u>Summer 1</u>	Striking and fielding	Cricket, rounders	History (origins of sports), PSHE (fair play)	Throwing accuracy, catching, batting
<u>Summer 2</u>	Athletics and outdoor adventure	Running, jumping, throwing, orienteering, problem solving.	Maths (measurement), geography (map reading)	Personal bests, endurance navigation.

Progression of skills

	Year 3/4			Year 5/6		
	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary</u>
<u>Cycle A</u>	Cricket - year 3 & 4 Swimming - year 4 Dance and movement Net and wall games Gymnastics Striking and fielding Athletics and outdoor adventure	A mix of physical skills (balance, strength, coordination), thinking skills (problem solving, strategy), and personal skills (confidence, teamwork, resilience).	Bat, bowl, wicket, stumps, crease, field, fielder, boundary, catch, throw, overarm, underarm, strike, hit, defend, block, run, score, innings, teamwork, tactics, fair play Stroke (front crawl, backstroke, breaststroke, butterfly) Kick, glide, pull, streamline Breath, float, dive, length, lap Safety, rescue, lifeguard, confidence	Rugby - year 6 Swimming - year 5 Dance and movement Net and wall games Gymnastics Striking and fielding Athletics and outdoor adventure	A mix of physical skills (balance, strength, coordination), thinking skills (problem solving, strategy), and personal skills (confidence, teamwork, resilience).	Bat, bowl, wicket, stumps, crease, field, fielder, boundary, catch, throw, overarm, underarm, strike, hit, defend, block, run, score, innings, teamwork, tactics, fair play Stroke (front crawl, backstroke, breaststroke, butterfly) Kick, glide, pull, streamline Breath, float, dive, length, lap Safety, rescue, lifeguard, confidence Beat, rhythm, tempo,

			<p> Beat, rhythm, tempo, pulse Sequence, pattern, phrase, routine, choreography Levels (high/low), pathway, direction, formation Expression, performance flow, energy, dynamics Serve, return, rally, shot, strike Forehand, backhand, volley, smash Court, net, boundary, line, in/out Opponent, tactics, scoring, rules Balance, posture, flexibility, stretch Roll, jump, vault, handstand, cartwheel Travel, spin, twist, rotation, flight Sequence, routine, control, focus, performance. Sprint, relay, </p>			<p> pulse. Sequence, pattern, phrase, routine, choreography. Levels (high/low), pathway, direction, formation Expression, performance flow, energy, dynamics Serve, return, rally, shot, strike. Forehand, backhand, volley, smash Court, net, boundary, line, in/out Opponent, tactics, scoring, rules Balance, posture, flexibility, stretch Roll, jump, vault, handstand, cartwheel. Travel, spin, twist, rotation, flight. Sequence, routine control, focus, performance. Sprint, relay, baton, hurdles, distance, pace Jump (long, high, triple), </p>
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			<p>baton, hurdles, distance, pace. Jump (long, high, triple), throw (javelin, shot put, discus) Start, finish, track, lane. Personal best, stamina, endurance, effort. Map, compass, route, checkpoint, navigate. Orienteering, direction, north, symbol, key Challenge, problem, teamwork, cooperation. Safety, risk, resilience, trust</p>			<p>throw (javelin, shot put, discus) Start, finish, track, lane. Personal best, stamina, endurance, effort. Map, compass, route, checkpoint, navigate. Orienteering, direction, north, symbol, key Challenge, problem, teamwork, cooperation. Safety, risk, resilience, trust</p>
<p>Cycle B</p>	<p>Swimming - year 4 Dance and movement Net and wall games Gymnastics Striking and fielding Athletics and outdoor adventure</p>	<p>A mix of physical skills (balance, strength, coordination), thinking skills (problem solving, strategy), and</p>	<p>As above</p>	<p>Dance and movement Net and wall games Gymnastics Striking and fielding Athletics and outdoor adventure</p>	<p>A mix of physical skills (balance, strength, coordination), thinking skills (problem solving, strategy), and</p>	<p>As above</p>

		personal skills (confidence, teamwork, resilience).			personal skills (confidence, teamwork, resilience).	
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Topics being covered

Autumn 1 - Invasion games

Duration: 6 weeks

Focus sports: Football, tag rugby, netball, basketball.

Week by week breakdown:

Week	Learning focus	Activities	Key vocabulary	Differentiation
1	Explore finding space and moving with a ball.	Tag games, cone weaving	Space, control	Group by ability, varied pitch size
2	Pass and receive using different techniques	Partner passing drills	Pass, receive, trap	Short vs long distances
3	Defend and intercept fairly	2v1 games, shadow defending.	Intercept, mark	Add/remove defenders
4	Work as a team in small-sided games	3v3, 4v4 mini games	Teamwork, communication	Rotate captains
5	Combine skills in match play	Modified games	Attack, defend	Peer coaching

6	Evaluate and improve performance	Match play, self-assessment	Strategy, feedback	Pupil reflection sheets
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PE progression skills - Invasion Games (Netball)				
Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Make a series of passes to teammates moving towards a scoring area. Know the correct technique and show some signs of using a chest pass and shoulder pass. Know where space is and try to move into it. Mark another player and defend when needed. Change direction easily. Develop simple attack/defensive skills in 3v1, 4v2, 3v3 games.</p>	<p>Use a chest pass and shoulder pass to support the team in scoring. Make decisions regarding which is the best type of pass to use. Begin to use a bounce pass, which only bounces once. Identify space to move into and show a clear target to receive a pass. Mark another player and begin to attempt interceptions. Knowing whereabouts positions are allowed on a court. Play competitive 3v3 or 4v4 games.</p>	<p>Use all three passes (chest, shoulder & bounce) correctly. Use a range of speeds within a game to support a team in scoring. Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. Lose a defender to receive a pass. Defend a player and make some successful interceptions (snatch & catch) when playing as a team. Play competitive 4v4 matches with basic netball rules. Know the consequences of breaking game rules.</p>	<p>Know which pass is best to use and when in a game. Use a range of square & straight passes to change direction of the ball. Use landing foot to change direction to lose a defender. Draw defender away to create space for self or team. Position body to defend effectively, making successful interceptions. Apply tactics to outwit opponents successfully. Identify ways to improve their individual and team performance.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, and tennis, and apply basic principles suitable for attacking and defending</p>

PE progression skills - Invasion Games (Football)

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Begin to dribble a ball making small touches. Begin to send a football to someone on the team. Keep the ball under control. Know where space is and try to move into it. Mark another player and defend when needed. Know basic rules of a small, sided game. Play competitive games</p> <p>2v2</p>	<p>Dribble with small touches into space. Send a football to someone on the team, using various parts of the foot. Keep a ball under control when receiving a range of passes from the team. Understand where the space is and can move into it. Mark another player and begin to attempt interceptions. Play small sided competitive games.</p>	<p>Dribble making small touches into space with speed. Send a football to someone on the team, using various parts of the foot accurately. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from). See space and use it effectively. Lose a defender to receive a pass. Defend a player and make some successful interceptions for the team. Play competitive games and successfully include rules.</p>	<p>Dribble making small touches into space with speed, to beat defenders. Make decisions regarding how and when to send a football to someone in the team. Use a range of ways to keep a ball under control (foot, knee, head, and knowing which one due to where ball is coming from) when under pressure from a defender. Know how space changes within a game and when and how to move into changing spaces. Draw defender away to create space. Position body to defend effectively, making successful interceptions.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, and tennis, and apply basic principles suitable for attacking and defending</p>

PE progression skills - Invasion Games (Rugby)

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Move holding a rugby ball with 2 hands. Know where to score a try and how to position the ball to score a try. Move into spaces to avoid defenders. Make a backward pass to teammates, using the direction most comfortable. Know to tag teammates when to defend. Play small side competitive games.</p>	<p>Move with speed (and change of) with the ball and without. Use speed and space to avoid defenders. Pass backwards and in both directions and sometimes on the move. Tag the person who has the ball but can mark a player who does not have the ball. Begin to make a high pop pass to avoid a defender. Play small sided competitive games. Understand basic rules of competition.</p>	<p>Be able to evade and tag opponents. Be able to pass and receive a pass at speed. Be able to pass and receive a pass at speed in a game situation. Refine attacking and defending skills. Develop tactics as a team. Apply learned skills in a game of tag rugby. Catch the ball with confidence.</p>	<p>Be able to evade and tag opponents. Running at speed, changing direction at speed. Play effectively in attack and defense. Score points against opposition, as a team. Support player with the ball. Play small sided competitive games</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, and tennis, and apply basic principles suitable for attacking and defending</p>

PE progression skills - Invasion Games (Hockey)

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Begin to show how to hold a hockey stick and which side to use. Use a simple push pass to another teammate. Dribble the ball keeping it close to me using the correct side of stick. Show some signs of an approaching a player to tackle and cause pressure. Begin to attempt to score a goal from anywhere. Play small sided competitive games</p>	<p>Sometimes change direction of travel by rotating and turning stick to support this. Use a push pass to make a direct pass. Begin to use a slap pass (bringing stick back and causing more power). Use speed to dribble the ball into space. Maintain defense and keep the pressure until possession is gained. Attempt to score inside a designated scoring area. Play small sided competitive games. Follow basic rules of competition.</p>	<p>Change direction and use the correct side of stick, sometimes using Indian dribbling (alternating sides of stick while dribbling) to avoid defenders. Choose between the two passes (push/slap) and explain simply why. Make a direct pass while dribbling. Begin to use stick to mark a player from the sideline causing them difficulty. Successfully score while in the scoring area. Play small sided competitive games.</p>	<p>Use speed, changing of direction and Indian dribbling to advance towards team's goal. Use a range of passes knowing which one depending on the distance of the pass. Dribble and change direction by making a square pass (across the pitch) or straight pass (up/down the pitch). Know when to defend and what defense skills could be used. Seize an opportunity to score, sometimes quite quickly. Play small sided competitive games. Pass a moving ball.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton, and tennis, and apply basic principles suitable for attacking and defending</p>

Autumn 2 - Gymnastics

Duration: 6 weeks

Focus sports: Gymnastics.

Week by week breakdown:

Week	Learning focus	Activities	Key vocabulary	Differentiation
1	Explore basic shapes and create shapes	Practice static shapes on floor (e.g. star, tuck, pike, straight)	Balance, shape, stillness	Use wall support or partners for balance; vary hold duration
2	Develop rolling techniques	Practice Log roll, forward roll, teddy bear roll on mats	Roll, tuck, smooth	Use slopes of spotters; break roll into stages
3	Combine shapes and rolls	Link 2 shapes with 1 roll into a smooth sequence	Sequence flow	Reduce number of transitions or provide visual aids
4	Travel creatively on apparatus	Move over, under, around benches and boxes using different body parts.	Travel, high, low	Vary apparatus height; pair stronger and less confident pupils
5	Create a short sequence	Combine shapes, rolls and travel into a 3-part routine.	Sequence, perform	Scaffold structure; provide leadership opportunities for older pupils.
6	Evaluate and refine performance	Watch and improve own/peer sequences	Evaluate, improve, feedback	Peer coaching

PE progression skills - Gymnastics

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Use a greater number of own ideas for movement in response to a task.</p> <p>Combine arm actions with skips/leaps/steps/jumps & spins in travel.</p> <p>Perform basic core gymnastic skills i.e. roll, balance, travel. Know principles of balance and apply them on floor & apparatus</p>	<p>Share ideas and give positive criticism/ advice to self & others. Create & perform matching/mirroring sequences explaining how it could be improved.</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control. Link a roll with travel and balance using floor and apparatus with good body control.</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction, and shape in movements. Follow a set of 'rules' to produce a sequence, made by peers.</p> <p>Create mirror/matching/cannon (pair) sequence varying dynamics/ levels/ direction etc.</p>	<p>Select a suitable routine to perform to different audiences, bearing in mind who the audience is.</p> <p>Transfer sequence above onto suitably arranged apparatus & floor. Perform 6-8-part floor sequence as individual, pair & small group. Demonstrate 3 paired or group balances in sequence using various skills/actions</p>	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics</p>

Spring 1 - Dance and movement

Duration: 6 weeks

Focus sports: thematic dance and storytelling through movement.

Week by week breakdown:

Week	Learning focus	Activities	Key vocabulary	Differentiation
1	Explore movement in response to stimuli (music/story)	Listen to music and respond using full-body movements; explore fast vs slow	Tempo, shape, gesture, beat	Use simple patterns for younger children; encourage leadership in older
2	Use shapes, levels and directions	Create poses at high/low levels; move in curved and straight pathways	Levels, pathways, direction, freeze	Provide visual aids; mixed ability pupils
3	Develop motifs based on a theme (e.g. weather, emotions, or a book)	Build 4-movement motif as a group	Motif, repetition, theme	Pupils create shorter or longer motifs depending on confidence
4	Combine movement into a short sequence	Link motifs into 16-count routine; refine transitions	Sequences, transition, timing	Support with step cards or teacher-led counts
5	Rehearse and refine a group performance	Focus on unison, canon, and timing with music	Unison, canon, rehearse	Older pupils lead warm up or choreograph parts
6	Perform and evaluate.	Share dances with class; use peer feedback to reflect	Performance, expression, feedback	Use simplified evaluation forms.

PE progression skills - Dance and movement

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Perform pair/group dance involving canon & unison, meet & part.</p> <p>Respond to music in time & rhythm to show like/unlike actions.</p> <p>Respond to music to express a variety of moods & feelings.</p>	<p>Respond imaginatively to stimuli related to character/music/story.</p> <p>Perform clear & fluent dances that show sensitivity to idea/stimuli.</p> <p>Make up dance within a small group.</p>	<p>Show/fluency/control in chosen dances in response to stimuli</p> <p>Perform fluent dances with characteristics of different styles/eras</p> <p>Adapt & refine (in pair/group), dances that vary direction, space & rhythm</p>	<p>Create & perform dances in a variety of styles consistently. Be aware of & use musical structure, rhythm & mood & can dance accordingly. Use appropriate criteria & terminology to evaluate performances.</p>	<p>Children should be taught to create dances using a range of movement patterns, including those from different times, place and cultures. Respond to a range of stimuli and accompaniment through dance, develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns</p>

Spring 2 - Net and wall games

Duration: 6 weeks

Focus sports: Tennis and table tennis.

Week by week breakdown:

Week	Learning focus	Activities	Key vocabulary	Differentiation
1	Introduce tennis and basic hand-eye skills	Throw and catch rallies over a low net; cooperative wall bounce challenges	Rally, target, control	Lower net height; use larger balls or balloons for beginners
2	Learn basic serving techniques	Underarm serves to partner across a net; aim for target zones	Serve, accuracy, stance	Increase/decrease target size; vary distance
3	Develop return and positioning	Forehand and backhand hitting; recover to ready position	Return, forehand, ready position	Allow bounce before return; use foam bats for control
4	Begin rallies and simple scoring	Partner rallies using 2-hit or 3-hit challenges	Rally, score, consistency	Shorten court for younger pupils, pair by skill
5	Introduce tactics and movement	Move to intercept; anticipate direction; playing in small teams	Tactics, anticipation, space	Use cones to mark zones; limit opponent options
6	Mini-tournament and self-assessment.	Round robin or ladder tournaments; reflect on skill progress	Competition, fair play, evaluate	Use 'challenge by choice' level games; encourage peer support

PE progression skills - Net and wall games (tennis)

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc.). Tap the ball back and forth to partner. Stand in a ready position holding racquet correctly. Change from a ready position before tapping the ball to a partner. Begin to know what it means by a forehand and backhand position. Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed</p>	<p>Tap the ball back and forth to a partner over a small space. Begin to tap a ball over a net allowing for a bounce, hit technique. Move from a ready position into a forehand position/backhand position quickly. Bring a racquet to meet the ball for a forehand and backhand hit. Know to use two hands for an effective backhand. Move racquet in a low to high swing for an effective tap. Serve the ball straight from hands to racquet making sure it lands 'in' on the other side.</p>	<p>Tap the ball using either a fore hand or back hand motion. Move towards the ball from 'ready' position choosing either forehand or backhand depending on where the ball is. Set racquet back in its ready position quickly upon recovery. Demonstrate the correct swing technique when hitting the ball over a net sometimes showing control over the hit. Serve the ball correctly beginning to purposely aim for space to score.</p>	<p>Turn and run to the ball getting into a forehand or backhand position en route. Use 'move-hit-recover' approach within a game showing facing forward on recovery. Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). Use the correct swing technique and control with smooth swings keeping the path of the racquet the same. Serve the ball accurately making teammates have to move to send it back.</p>	<p>Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>

Summer 1 - Striking and fielding

Duration: 6 weeks

Focus sports: cricket, rounders.

Week by week breakdown:

Week	Learning focus	Activities	Key vocabulary	Differentiation
1	Introduction to striking techniques	Hit ball off tee or bounce; aim at target zones	Strike, contact, target	Use larger bats/balls; drop feed or tee feed for younger pupils
2	Develop throwing and catching skills	Partner throws (underarm/overarm); catching drills	Throw, catch, safe hands	Use softer/larger balls; reduce distance
3	Combine fielding with teamwork	Relay throws, stopping ground balls, returning to base/wickets	Fielding, back up, retrieve	Assign specific roles; smaller groups for higher repetition
4	Understand running between wickets or bases	Practice safe running after hitting; understand scoring	Run, base, boundary, wickets	Mark shorter bases distances/wicket length; allow practice goes
5	Play small sided striking and fielding games	3v3 or 4v4 rounders/cricket style games	Bowler, batter, fielder, innings	Rotate roles frequently; adjust pitch size
6	Apply rules and reflect on play	Mini tournament with scoring and self-assessment	Rules, umpire, evaluate	Use peer support, mixed-ability teams and reflection sheets

PE progression skills - Striking and fielding (cricket).

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of wicket keeper. Play in a tournament and work as a team, using tactics in order to beat another team. Know when to use an underarm or overarm throw.	To develop the range of cricket skills they can apply in a competitive context. To choose and use a range of simple tactics in isolation and in a game context. To consolidate existing skills and apply with consistency to develop fielding skills e.g. which stump, where to hit.	To link together a range of skills and use in combination. To collaborate as a team to choose, use and adapt rules in games. To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance. Play small sided competitive games.	To apply with consistency standard cricket rules in a variety of different styles of games. To attempt a small range of recognised shots in isolation and in competitive scenarios. To use a range of tactics for attacking and defending in role of bowler, batter and fielder	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending

PE progression skills - Striking and fielding (rounders).

Year 3	Year 4	Year 5	Year 6	End of KS expectations
Be able to play simple rounders games. Apply some rules to games. Develop and use simple rounders skills. Use a	Develop the range of rounders skills that can apply in a competitive context Choose and use a range of simple tactics in	Link together a range of skills and use them in combination. Collaborate as a team to choose, use and adapt rules in	Apply consistently rounders rules in conditioned games. Play small, sided games using standard rounders pitch	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball,

<p>forehanded batting technique. Field the ball back to the post or bowler. Bowl accurately.</p>	<p>isolation and in a game context. Identify different positions in rounders and the roles of those positions.</p>	<p>games. Recognise how some aspects of fitness apply to rounders e.g., power, flexibility, and cardiovascular endurance. Throw and catch under pressure. Use fielding skills to stop the ball effectively. Learn batting control. Learn the role of backstop. Play in a tournament and work as team, using tactics to beat another team.</p>	<p>layout. Use a range of tactics for attacking and defending in role of bowler, batter and fielder</p>	<p>rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending</p>
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Summer 2 - Athletics and outdoor education

Duration: 6 weeks

Focus sports: Running, jumping, throwing, orienteering, problem solving.

Week by week breakdown:

Week	Learning focus	Activities	Key vocabulary	Differentiation
1	Develop sprinting and pacing skills	10m, 30, and relay sprints; pacing for longer runs	Sprint, pace, relay, baton	Use staggered start, vary distances for age/ability
2	Improve jumping for height and distance	Standing long jump, speed bounce, vertical reach jump	Take-off, landing, power, balance	Use chalk/tape for jump markers; adapt technique focus
3	Build throwing technique and control	Foam javelin, chest push, underarm/overarm throws	Aim, accuracy, distance, follow-through	Use lighter/shorter equipment; vary throw targets
4	Combine events into mini-athletics challenges	Multi-station circuit: run, jump, throw events	Rotation, effort, score, improve	Timed or rep-based challenges; self-competition focus
5	Introduce basic orienteering and problem-solving	Follow maps or clues; work in teams to solve outdoor challenges	Map, route, teamwork, navigate	Use simple diagrams; mixed ability teams; assign clear roles
6	Reflect and compete in inter-school friendly sports festival	Athletics and team challenges in rotation; celebrate progress	Personal best, challenge, sportspersonship	Offer 'challenge by choice' levels; focus on improvement and not on place

PE progression skills - Athletics

Year 3	Year 4	Year 5	Year 6	End of KS expectations
<p>Run in different directions and at different speeds, using a good technique.</p> <p>Improve throwing technique.</p> <p>Reinforce jumping techniques. Understand the relay and passing the baton.</p> <p>Choose and understand appropriate running techniques.</p> <p>Compete in a mini competition, recording scores.</p>	<p>Select and maintain a running pace for different distances.</p> <p>Practice throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns</p> <p>Understand which technique is most effective when jumping for distance. Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Use correct technique to run at speed. Develop the ability to run distances.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Explore different footwork patterns. Understand which technique is most effective when jumping for distance. Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p>	<p>Investigate running styles and changes of speed.</p> <p>Practice throwing with power and accuracy.</p> <p>Throw safely and with understanding.</p> <p>Demonstrate good running technique in a competitive situation.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Utilise all the skills learned in this unit in a competitive situation.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in diverse ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, competing, and evaluating their own success. Pupils should be taught to use running, jumping, throwing, and catching in isolation and in combination.</p>

Assessment in PE

Assessment in Physical Education (PE) at Spire Junior School is an ongoing, embedded process measuring student progress in physical skills, cognitive understanding, and social-emotional development. It uses formative (ongoing) and summative (endpoint) methods to boost confidence, track performance, and inform instruction, ensuring a holistic approach to student development.

Key Components of PE Assessment

- Formative Assessment (Assessment for Learning): Ongoing feedback, peer assessment, and self-assessment allow students to understand their progress in real-time. Examples include video analysis, checklists, and modified game play.
- Summative Assessment (Assessment of Learning): Evaluation at the end of a unit, such as skill tests, fitness assessments, or a final performance, to measure mastery of learning objectives.
- Holistic Evaluation: Modern PE assessments look beyond just physical output, focusing on:
 - Physical (Hands): Skill proficiency, technical ability, and fitness levels.
 - Cognitive (Head): Tactical awareness, understanding rules, and decision-making.
 - Social/Emotional (Heart): Teamwork, resilience, effort, and confidence.

PE SEND in my subject

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> • Fine and gross motor skills • Gross motor skills • Changing • Processing multi-step problems (forwards changing) • Hand-eye coordination • Balance • Accessing of learning due to poor literacy or cognitive skills • Children may struggle to remember information/facts/previous learning 	<ul style="list-style-type: none"> • Allow children to attend school already in PE kit or separate room for additional support. • Additional time • Key words displayed • Lots of retrieval opportunities and reinforcement • Clear differentiation • Apply new vocab into lots of different contexts - pre teaching vocab • Physical warm-ups to recall previous learning 	<ul style="list-style-type: none"> • Children may struggle to communicate their view and express opinions in PE sessions • Language difficulties may make children unable to access learning 	<ul style="list-style-type: none"> • Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve • Allow children to discuss their answer this a partner first to allow processing time • Provide alternative ways of expressing views - use iPads to film and create own videos • Ensure any written information is explained verbally too • Use of simple instructions - small steps with modelling
Physical and Sensory		Social, Emotional and Mental Health	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND

<ul style="list-style-type: none"> • Children with visual impairment may find it difficult to see IWB or resources provided • Recording information may be difficult • Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment • Children who might not be able access some PE equipment 	<ul style="list-style-type: none"> • Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described • Provide additional ways to record info (video/ICT etc) • Addressing individual needs on a lesson-by-lesson basis - those with PD - how can you ensure they are included in the lesson based on their ability • Ensure alternative equipment or support is provided e.g. space for their walker between benches 	<ul style="list-style-type: none"> • Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult • Many aspects of PE consist of group work - some children may struggle to manage in these scenarios 	<ul style="list-style-type: none"> • Ensure children know in advanced what the key areas of the lesson will be • Provide children with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence • Have clear expectations of group work - children praise each other • Carefully consider groupings Reduce group sizes if necessary to reduce sense of overwhelm • Ensure outdoor agencies are aware
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