

Herne Junior School PE Curriculum Progression

At Herne Junior School, we implement a progressive PE curriculum that builds on prior knowledge and skills year on year. The PE curriculum is devised to be challenging, inspiring, creative and motivating to encourage active learning and participation. Our pupils will revisit PE skills and knowledge in order to embed and deepen their understanding. The lessons are carefully planned to ensure that all children are well supported in their learning and that opportunities for depth is planned for. We ensure that external coaching organisations or visiting experts enhance the learning experiences for the children, providing an immersive and exciting curriculum. For example: Chance to Shine Cricket, Bikeability, Alex Danson - GB Olympic Gold Medallist, Women's Hockey and Joe Truman (ex-Herne pupil) GB Commonwealth Silver Medallist Team-Sprint Cycling. Cross- curricular links are achieved alongside our PDL and Science units, looking at additional aspects to healthy living; such as medicines, hygiene and cleanliness, diet, relationships and the functions and skeleton of the human body.

Our pupil's learning focusses on a range of skills and activities linking to gymnastics, dance, football, tag-rugby, netball, basketball, hockey, cricket, rounders, stoopball, tennis, athletics, OAA and team building. Swimming is taught by local swimming coaches.

By the end of Stage 2 pupils will be taught to:

- ❖ use running, jumping, throwing and catching in isolation and in combination
- ❖ 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
- ❖ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ❖ perform dances using a range of movement patterns
- ❖ take part in outdoor and adventurous activity challenges both individually and within a team

All schools must provide swimming instruction either in key stage 1 or key stage 2.

- ❖ In particular, pupils should be taught to:
- ❖ swim competently, confidently and proficiently over a distance of at least 25 metres
- ❖ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- ❖ perform safe self-rescue in different water-based situations.

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	Year 3	Year 4	Year 5	Year 6
Multi Skills	Children are assessed in all areas of motor skills developed throughout KS1 and learning is targeted based on the needs of the children and areas for improvement.			
Creative (Gymnastics)	<p>Children will be taught:</p> <ul style="list-style-type: none"> • 5 basic shapes (tuck, straight, star, pike, straddle) • Symmetrical and asymmetrical shapes • Individual and partner balances • Rolling techniques <p>The above skills will be developed through the use of partner work and application to large apparatus (e.g. wall bars). The children will then combine these skills by creating and performing a short sequence. All children will be given to opportunity to perform both individually and as part of a group. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>Children will be taught:</p> <ul style="list-style-type: none"> • Recap and develop balances from Year 3. • Flighted foot patterns in preparation for different jumps and landings • Change mechanisms (direction, level (height), tempo (speed), shape and pathway) • Bridge-like constructions • Vaulting <p>The above skills will be developed through the use of partner work and application to large apparatus (e.g. wall bars). The children will then combine these skills by creating and performing a short sequence. All children will be given to opportunity to perform both individually and as part of a group. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>Children will be taught:</p> <ul style="list-style-type: none"> • Recap balances, basic shapes and change mechanisms • Mirror, match and cannon • Counter-balance and counter-tension <p>The above skills will be developed through the use of partner work and application to both large apparatus and hand apparatus (e.g. ribbons, balls and hoops). The children will then combine these skills by creating and performing a short sequence. All children will be given to opportunity to perform both individually and as part of a group. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>Children will be taught:</p> <ul style="list-style-type: none"> • Recap all balances, shapes, mirror/match/cannon and change mechanisms • Rotation (around different body parts) <p>The above skills will be developed through the use of partner work and application to both large apparatus and hand apparatus (e.g. ribbons, balls and hoops). The children will then combine these skills by creating and performing a short sequence. All children will be given to opportunity to perform both individually and as part of a group. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p> <p>Children will be given an element of intra-school competition across all Year 6 classes.</p>
<p>All year groups will dedicate a lesson to developing the children's ability to skip (using a rope) for a sustained period of time. This helps to develop the children's stamina, core fitness and hand-eye co-ordination.</p>				

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Dance	<p>Children listen and respond to music stimuli to create movement patterns that represent <i>A Journey through the Ages- The Stone Age</i>.</p> <p>Children are given the opportunity to be creative, perform individually, in groups and as a whole class. All children are given the chance to choreograph movement patterns and to self and peer evaluate, whilst developing their key vocabulary.</p>	<p>Children develop key dance terminology when creating movement patterns to a piece of music. Children will focus on identifying and using the beat when choreographing their dances. They will be taught a set movement pattern to copy and then develop the rest of their dance as groups. These dances will link to <i>Imaginary Worlds</i>, using their creativity, performing as a class and within groups.</p> <p>All children will be given the opportunity to self and peer evaluate performances, whilst developing their key vocabulary.</p>	<p>Children develop simple motifs and movement patterns to structure their own dance phrases - on own, with partner and small groups. They will perform dance to an audience showing confidence and clarity of actions. They will show co- ordination, control, alignment, flow of energy and strength. They will develop focus, projection, a sense of style and musicality. Children will develop their use of space using different levels, directions, pathways, size and body shape. Dance activities will link to the theme of '<i>Volatile Planet.</i>'</p> <p>All children will be given the opportunity to self and peer evaluate performances, whilst developing their key vocabulary.</p>	<p>Children will remember and repeat more challenging dance phrases with improved fluency. They will collaborate with others to develop a dance sequence.</p> <p>Elements of pathway, gesture, height, pace, turn and direction will be included. Children will demonstrate dynamic qualities of speed, energy, continuity and rhythm. They will also use different relationships within the dance phrase using mirroring, unison, canon and complementary and contrasting movements. Dance activities will use the '<i>The Power of Water</i>' theme as their stimulus.</p> <p>All children will be given the opportunity to self and peer evaluate performances, whilst developing their key vocabulary.</p>
OAA	<p>Children will be taught:</p> <ul style="list-style-type: none"> • To orientate themselves around a short trail/map • To identify symbols used on a key. • Begin to select appropriate equipment for a particular activity. • To develop communication skills, learning how to co-operate and share roles within a team. • To develop the ability to complete an activity in a set period of time. <p>The above skills will be developed using a variety of orienteering and</p>	<p>Children will be taught:</p> <ul style="list-style-type: none"> • To orientate themselves around a short trail with greater accuracy. • To start to recognise features of an orienteering course/ key and associate these with the environment. • To create a short challenge for others to follow and to adapt it when necessary. • To perform different roles within a group, to start communicating effectively within a team. • To suggest ways to improve performance. • Make an informed decision on the best equipment to use for an activity. 	<p>Children will be taught:</p> <ul style="list-style-type: none"> • To orientate themselves around a short trail with increasing confidence and accuracy. • To identify a key on map and begin to use the information in activities. • To design an orienteering activity that is clear to follow and offers some challenge to others. • To begin to use navigation equipment (maps and compasses) to orientate around a trail. • To work as a team using each other's strengths, adapting roles/ideas as necessary. • To plan strategies to solve problems/plan routes/follow 	<p>Children will be taught:</p> <ul style="list-style-type: none"> • To orientate themselves around a short trail with increasing confidence and accuracy, when under pressure. • To use a range of map styles. • To design an orienteering activity that is clear to follow and offers challenges to others. • To use navigation equipment (maps and compasses) to improve a trail. • To use clear communication strategies within a team • About individuals' roles and responsibilities within a team. • How to adapt roles or ideas if they are not working

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	<p>team building activities. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>The above skills will be developed using a variety of orienteering and team building activities. All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p> <p>Additional opportunities to develop these skills will be offered through Year 4 camp at the end of the year. Through these activities children will begin to recognise that some outdoor adventurous activities can be dangerous. They will follow rules to keep themselves and others safe.</p>	<p>trails/build shelters etc.</p> <ul style="list-style-type: none"> Choose the best equipment for an outdoor activity. <p>The above skills will be developed using a variety of orienteering and team building activities. Many of these activities are provided during the Year 5 residential trip to Avon Tyrell. Children who do not attend the residential are offered similar opportunities whilst based in school.</p> <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<ul style="list-style-type: none"> Choose the best equipment for an outdoor activity. How to keep themselves and others safe. <p>The above skills will be developed using a variety of orienteering and team building activities.</p> <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>
<p style="text-align: center;">Athletics</p>	<p style="text-align: center;">The children will:</p> <ul style="list-style-type: none"> Use the sprint start position. Use efficient running techniques for different distances run. Use the standing long jump position and to effectively propel themselves forwards. Use throwing techniques for javelin and shotput. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p style="text-align: center;">The children will:</p> <ul style="list-style-type: none"> Reinforce and develop their sprint start and stop positions. Develop efficient running techniques for different distances run, whilst increasing their endurance. Practise and reinforce the standing long jump position and to effectively propel themselves forwards and improve their distance. Practise and reinforce throwing techniques for javelin and shotput to improve accuracy and distance. <p>All children will be given the opportunity to self and peer</p>	<p style="text-align: center;">The children will:</p> <ul style="list-style-type: none"> Sustain their pace over a longer distance. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power and control (standing triple jump). Practise and reinforce throwing techniques for javelin, shotput and discus to improve accuracy and distance. Be introduced to running relay techniques when passing the baton. <p>All children will be given the opportunity to self and peer evaluate</p>	<p style="text-align: center;">The children will:</p> <ul style="list-style-type: none"> Sustain their pace over a longer distance. Throw with greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at take-off and landing (standing triple jump). Practise and reinforce running relay techniques over longer distances. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>

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		evaluate performances, developing their key vocabulary whilst doing so.	performances, developing their key vocabulary whilst doing so.	
Invasion	<p style="text-align: center;">Through Tag Rugby/ Netball children will be taught to:</p> <ul style="list-style-type: none"> • Confidently handle a ball. • Become spatially aware • Pass backwards • Understand how to score a try. • Make quick decisions in game situations • Use team formations • Use basic defensive techniques. • Start using agility to increase speed • Implement tactics in game situation • Know some of the key terminology associated with tag rugby <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>		<p style="text-align: center;">Through Tag Rugby/netball children will be taught to:</p> <ul style="list-style-type: none"> • Use key terminology when discussing skills and tactics • Develop and plan reaction drills • Effectively use and implement spacial awareness • Combine basic tag rugby skills such as catching and passing as one movement • Select, combine and implement appropriate skills in a drill situation • Play effectively when attacking and defending • Increase the power of passing to increase distance and speed • Use agility to increase speed and passing opportunities • Create formations as a team • Observe, analyse and recognise good performances (individual and team) • Implement tactics during competitive situations and games <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	
Strike and Field	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Strike a ball with hands and a range of equipment. • Understand and apply simple tactics in small-sided games. • Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. • Set up small games; know rules and use them fairly. 	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Pass, receive and strike a ball with control with hands and a range of equipment. • Apply basic strategy to score points. • Use a range of skills: sending, striking, and receiving with some control and accuracy • Choose and vary skills and tactics 	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Strike a bowled ball • use a range of fielding skills e.g. receiving, sending, bowling, intercepting with control and consistency • Work collaboratively in pairs, groups and small-sided games; • Use and apply the basic rules consistently and fairly; 	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Use different techniques for passing, controlling, dribbling and shooting the ball in games • Apply basic principles of team play to keep possession of the ball • Use marking, tackling and/or interception to improve their defense.

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	<p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<ul style="list-style-type: none"> • Set up small games; know rules and use them fairly. • Can beat an opponent with an appropriate skill. • Can follow an opponent in a defensive situation. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>understand and implement a range of tactics in games</p> <ul style="list-style-type: none"> • Recognise the activities and exercises that need including a warm up. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<ul style="list-style-type: none"> • Play effectively as part of a team. Know what positions they are playing and how to contribute when attacking and defending • Plan practice and warm ups to get ready for playing safely <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>
<p style="text-align: center;">Net and Wall</p>	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Keep up a continuous game, using sending and receiving skills. • Use a small range of basic racket skills. • Use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent. • Use a range of simple tactics for defending our court; • Create our own net games; keeping rules fairly. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Play a continuous game, using a range of sending and receiving skills. • Develop a small range of basic racket skills. • Develop a range of simple tactics for sending the ball in different ways. to make it difficult for an opponent. • Develop a range of simple tactics for defending their own court. • Set up small games; know rules and use them fairly. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Use forehand, backhand and overhead shots. • Use volleys with competence and consistency. • Choose and use tactics appropriately. • Play cooperatively with a partner. • Set up small games; know rules and use them fairly. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>	<p>The children will be taught to:</p> <ul style="list-style-type: none"> • Accurately, use forehand, backhand and overhead shots. • Develop volleys with competence and consistency, increasing the flow of the game. • Choose and use tactics competently. • Play cooperatively with a partner. • Set up small games; know rules and use them fairly. <p>All children will be given the opportunity to self and peer evaluate performances, developing their key vocabulary whilst doing so.</p>

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Swimming		All children are provided with swimming lessons taught by qualified coaches at Petersfield Open Air Pool for the duration of 2 weeks (8 lessons). Children are assessed, grouped and taught accordingly to their needs. The aim for all children is to be taught to swim a length (up to 25m) using a recognisable stroke.	All children are provided an additional 5 lessons throughout the year to ensure they are confident and competent to swim at least 25m using a recognisable stroke. Lessons are taught by a qualified swimming coach at Churchers College swimming pool.	
Children will be taught the importance of warming up and cooling down. They will be given the opportunity to lead warm-up and cool down sessions, demonstrating their understanding and using key terminology when doing so.				

