

Waverley Abbey Sportsperson

All things are possible for one who believes – Mark 9:23.

Waverley Abbey Physical Education Vision

Waverley Abbey believes that Physical Education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our broad and balanced Physical Education Curriculum is intended to provide pupils with opportunities in which to relish challenges as well as an increase in self-confidence, in their ability to manage themselves and their bodies within a variety of movement situations. Progressive learning objectives, coupled with a varied teaching approaches endeavour to provide stimulating, enjoyable and appropriately challenging learning experiences for all pupils to develop into inquisitive, independent learners. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success, and be motivated to further develop their individual potential. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive conditioned games, [for example, basketball, cricket, football, hockey, rugby, 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
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Curriculum enrichment – clubs – competitions

ACTIVITY	Year 3	Year 4	Year 5	Year 6
SWIMMING	Focus is water confidence building up to streamlining towards the end of October Intro to front crawl leg development as well as swim gala preparation in summer	Focus is to continue to build on water confidence from the summer term (last year) and develop leg kick with a float towards the end of October Focus is to work closely with Year 4 Team during the summer term to produce a variety of strong cross-curricular links in Literacy, Numeracy as well as teamwork, communication and problem solving. Front crawl/Back stroke leg kick development as well as swim gala preparation	Focus is stroke development; Front crawl & backstroke Perform safe self-rescue in different water-based situations Water Polo introduction Swim gala Preparation	Focus is on stroke development: Breaststroke & butterfly Perform safe self-rescue in different water-based situations Water Polo tactical development Swim gala Preparation

	Key skill development & assessment <ul style="list-style-type: none"> Swim between 15 and 25m aided Develop the foundations for stroke development in upper school (front crawl & backstroke) Coordinate breathing as appropriate for the stroke being used Coordinate leg and arm movements Swim at the surface and below the water 		Key skill development & assessment <ul style="list-style-type: none"> Working towards swimming 25m unaided Use breaststroke, front crawl, backstroke and butterfly, ensuring that breathing is correct so as not to interrupt the pattern of swimming Swim fluently with controlled strokes Turn efficiently at the end of a length. Perform safe self-rescue 	
	Autumn 1 Summer 1&2	Autumn 2 Summer 1 & 2	Spring 2 Summer 1 & 2	Spring 2 Summer 1 & 2
DANCE	Year 3	Year 4	Year 5	Year 6
	Focus is to start to build up the pupils' physical literacy and dance vocabulary using a theme as stimulus (Superhero theme)	Focus is to continue to build on last year's dance vocabulary and develop their movement patterns with an introduction to creating their own choreography (Harry Potter theme – cross curricular links with Year 4 topic)	An increase in the difficulty of movement patterns with the focus on choreography (pupils led), looking at improving performances (self/peer) with ICT (Magnets & Forces theme – cross curricular links with science)	A continued increase in difficulty of movement patterns as well as looking at improving performances (self/peer) with ICT (World War theme – cross curricular links with Year 6 topic)
	Key skill development & assessment <ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into a movement share and create phrases with a partner or small group repeat, remember and perform phases 	Key skill development & assessment <ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea Share and create phrases with a partner Repeat, remember and perform phases 	Key skill development & assessment <ul style="list-style-type: none"> compose my own dances in a creative way perform in a duet dance shows clarity, fluency, accuracy and consistency Show performance techniques 	Key skill development & assessment <ul style="list-style-type: none"> develop sequences in a specific style clearly demonstrate emotion in my routine analyse the selected skills and techniques within the routine and suggest ways to improve the quality of performance demonstrating sound knowledge and understanding Learn specific dance movements (grand jete, barrel roll, paired contact work)

	Autumn 2	Autumn 1	Autumn 1	Autumn 1
ORIENTEERING	Year 3	Year 4	Year 5	Year 6
	The focus is to introduce pupils to the basic principles of map reading (map orientation, reading the landscape & environment) Large proportion of learning is through the medium of a variety of different cone orienteering activities	The focus remains to build and cement their learning of Year 3 with more map reading development (orientation/reading landscape/environment) Large proportion continues to remain with cone orienteering. Intro to WA map. Map symbols/legend. Intro to contours	The focus is recap learning from lower school on map orientation, reading landscape – Intro to compass reading/navigation. Working with WA map – variety of challenges	Working largely with WA map to complete a variety of different challenges in teams, competing against one another. Utilising skills learnt and developed from Years 3/4/5
	Key skill development & assessment <ul style="list-style-type: none"> follow a map in a familiar context use a map to orientate around a course follow a route safely 	Key skill development & assessment <ul style="list-style-type: none"> follow a map in a (more demanding) familiar context follow a route within a time limit follow a map with confidence to navigate around a route 	Key skill development & assessment <ul style="list-style-type: none"> follow a map in an unknown location use clues and a compass to navigate a route change my route to overcome a problem use new information to change my route 	Key skill development & assessment <ul style="list-style-type: none"> plan a route and a series of clues for someone else plan with others taking account of safety and danger. devise and put into practice a range of solutions and challenges Complete routes that cover over 2km
	Spring 1	Spring 1	Autumn 2	Autumn 2
	Year 3	Year 4	Year 5	Year 6

GYMNASTICS	Focus is to start to build gymnastic fundamentals using floor work Theme – Rolling (Log/Teddy/Forward/backward rolls)	Focus is to continue to build gymnastic fundamentals with the focus on flight (take off/landings/controlling body shapes during flight) – Utilising Gymnastic apparatus (springboards/trampettes)	Aim is to continue to build control, strength, flexibility and balance. Focus theme is balance using individual and pair balances to create short routines which they will look to develop and improve (use of ICT) – Pupils work towards using the larger apparatus (ropes, Swedish beams, tables, horse, buck, box) when developing their routines with balance as a focus	Aim is to build on the foundation work of Year 4 to further develop their gymnastic movements of flight working towards a variety of different vaulting (through/straddle and head/handsprings) – Using box/buck springboards/trampettes
	Key skill development & assessment <ul style="list-style-type: none"> perform a competent forward roll/log roll find different ways of using a shape/balance/travel adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance compare and contrast gymnastic sequences 	Key skill development & assessment <ul style="list-style-type: none"> work in a controlled way include change of speed and direction use equipment safely and show control when performing take off/flight/landing 	Key skill development & assessment <ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audiences 	Key skill development & assessment <ul style="list-style-type: none"> Use of different dynamics with control perform a through vault suggest ways in which a performance can be improved demonstrating sound knowledge and understanding of vaulting principles
	Spring 1	Spring 1	Spring 1	Spring 1
FUNDAMENTALS	YEAR 3			
	Focus is to develop a strong foundation in the fundamental four areas of agility, speed, balance & coordination which will allow greater progress when moving onto invasion games as they move up through the school			
	Key skill development & assessment <ul style="list-style-type: none"> Principles of sprinting Hand/eye co-ordination Static/dynamic balance Principles of changing direction at speed 			
	Autumn 1 & 2			
	Year 3	Year 4	Year 5	Year 6

INVASION GAMES	Football Tag Rugby Hockey Netball Handball	Football Tag Rugby Hockey Netball	Football Tag Rugby Hockey Netball Handball	Football Tag Rugby Hockey Netball
	Key skill development & assessment <ul style="list-style-type: none"> use a range of skills to help me keep possession & control of a ball choose good places to stand when receiving and explain the reason for my choice know and use rules fairly 	Key development & assessment <ul style="list-style-type: none"> travel with a ball showing increasing control using both hands and feet use a range of skills to keep hold of the ball, before passing to a teammate vary tactics and adapt skills depending on what is happening in a game choose what position to be in for both a defender and an attacker 	Key development & assessment <ul style="list-style-type: none"> gain possession by working as a team pass in different ways use several techniques to pass, dribble and shoot travel with a ball showing changes of speed & direction using either foot or hand keep to and use rules given 	Key development & assessment <ul style="list-style-type: none"> play to agreed rules explain rules make a team and communicate plans lead others in a game situation show responsibility for personal warm up programme specific to the activity perform skills with accuracy, confidence & control combine & perform skills with control, adapting to meet the needs of the situation dribble effectively around obstacles. Show precision & accuracy when sending & receiving choose when to pass or dribble, so possession is maintained and make progress towards the goal
	Spring 1 & 2 Summer 1/2	Autumn & Spring term	Autumn & Spring term Summer 1/2	Autumn & Spring term
STRIKING & FIELDING	Year 4		Year 6	
	Rounders Cricket		Rounders Cricket	
	Key skill development & assessment <ul style="list-style-type: none"> throw and catch with control 		Key skill development & assessment <ul style="list-style-type: none"> strike a ball with intent & throw it more accurately when bowling and/or fielding 	

	<ul style="list-style-type: none"> • chose and use batting or throwing skills to make the game hard for my opponents • catch with one hand • throw and catch accurately • hit a ball accurately with control 	<ul style="list-style-type: none"> • keep to and use rules given • explain rules and officiate a game • use different ways of bowling, using spin/pace/deception • hit the ball with purpose, varying the speed, height and direction
	Summer term	Summer term
ATHLETICS	Year 3	Year 5
	Running, Jumping & Throwing	Running, Jumping & Throwing
	<p>Key skill development & assessment</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds; changing speed and direction • Running technique • sprint over a short distance • controlled when taking off and landing whilst performing a standing broad jump 	<p>Key skill development & assessment</p> <ul style="list-style-type: none"> • controlled when taking off and landing • combine running and jumping • sustain and maintain running speed • improve on a personal target • demonstrate strength, stamina and speed when running and jumping • adapt skills and techniques to different challenges and equipment • Throwing for distance • take part in a relay
	Summer term	Summer term
Links to school values	<p>Growth – Our children are able to develop a variety of skills, teamwork, communication, co-operation as well as growing in confidence within themselves in order to become well-rounded individual.</p> <p>Compassion – Our children are able to show respect, empathy and compassion for others during activities and games – understanding how their actions can have an effect on others.</p> <p>Honesty - Our children are able to demonstrate fairness when participating and know the importance of competing with integrity.</p> <p>Courage – Our children are able to be brave and taking risks in their learning and not afraid of making mistakes – revelling in new challenges and learning new skills which may be outside of their comfort zone.</p> <p>Hope – Our children are able to show perseverance, dedication and practice knowing that they will be able to make improvements in their work. Having hope that they will get there, whilst adopting this strategy.</p>	

	<p>Love – Our children will show a love of exercise and physical activity. They will develop a greater lifelong love of PE and physical activity through a range of different mediums.</p>
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