

Kaleidoscope Multi Academy Trust PE Curriculum

Intent

Kaleidoscope Multi Academy Trust wants all pupils to receive a high-quality PE education providing the children opportunities to learn how to stay fit and healthy and to be physically active. Through building up a body of knowledge and skills, they will be encouraged to develop good sportsmanship, a sense of excitement and competitiveness. This competitiveness may be as part of team games and athletics, but can also be directed towards improving one's personal best scores.

We aim to

- Develop high quality PE skills. Opportunities will be planned to ensure pupils in all year groups have experience of developing these skills progressively. Specific skills will be explicitly taught as part of the learning process.
- Ensure the pupils understand that physical activity helps us to stay fit and healthy.
- Ensure the pupils acquire a rich PE vocabulary that they can use knowledgeably.
- Evaluate and analyse different sporting activities and games.

The National Curriculum provides an outline of skills and knowledge, which Kaleidoscope MAT have formed into a broad and progressive curriculum which it expects their children to know and remember. It is up to each school how this knowledge is conveyed, but Kaleidoscope have agreed the content and the core vocabulary that children will be expected to know and remember.

Early Years

In the Early years PE is taught through Prime Area of Physical Development. Children develop strength, co-ordination and positional awareness through opportunities to play indoors and outdoors. Adults can support children to develop their core strength, stability, balance spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.

Children have developed their gross motor skills when they can:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and co-ordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Children have developed their fine motor skills when they can:

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

The following charts shows the key experiences for EYFS pupils:

Kaleidoscope MAT EYFS Curriculum – Gross Motor Skills		
Autumn		
<p>Running To enjoy running leading to running efficiently by altering speed and changing direction.</p>	<p>Jumping To enjoy jumping leading to jumping for distance considering different directions and body levels.</p>	<p>Hopping To balance on the right leg. To balance on the left leg. To enjoy hopping leading to hopping forwards.</p>
<p>Skipping To develop the ability to march, gallop and side-step leading to skipping. To enjoy skipping.</p>	<p>Climbing To enjoy climbing. To develop the ability to land safely. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a 5-foot ladder, climb a rope up a slope or climb a sloping bench).</p>	<p>Throwing and Catching To develop the ability to throw underarm, to catch solo, to throw and catch with a partner, to roll and pass. Use equipment such as bean bags, light weight ball and scarves.</p>
<p>Kicking To control a ball (dribbling) and kick a stationary ball. Use equipment such as, foam balls, beach balls and balloons.</p>	<p>Riding To enjoy riding a moving object. For example, a trike, a three-wheeled scooter, a balance bike, a taxi bike, a space hopper, stilts, a wobble board, a spinning top, a whizzy dizzy or visit a local park to use a see saw or a swing.</p>	<p>Dancing Through an exploration of different types of dance: copy and remember simple dance moves.</p>
Spring		
<p>Running To sustain running. To run efficiently through evading and dodging.</p>	<p>Jumping To sustain jumping. To jump for distance (landing) and for height (low obstacles). To jump over a moving rope. To jump to the beat of music.</p>	<p>Hopping To learn to hop for height and for distance.</p>
<p>Skipping To skip for speed, distance, and direction.</p>	<p>Climbing To sustain climbing and landing effectively. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a 10-foot ladder, climb a sloping bench at varying angles, climb over a horse box).</p>	<p>Throwing and Catching To throw and catch at different levels (distance) and speeds. To throw against a wall (rebound). Use equipment such as, tennis balls, footballs, rugby balls.</p>

<p>Kicking To kick at a target for level (distance) and speed. Use equipment such as, tennis balls, footballs, rugby balls.</p>	<p>Riding To ride varying moving objects. For example, a two-wheeled scooter, a scooter that splits in half, a two-wheeled bicycle with pedals and stabilisers or use a rope swing.</p>	<p>Dancing Through an exploration of different types of dance: learn a sequence of dance movements that link to music. Encourage the children to express themselves by considering movements that they could incorporate.</p>
<p>Summer</p>		
<p>Running To learn quick starts, standing and sitting starts. To run as a group changing pace of running.</p>	<p>Jumping To jump a long rope (rhythmically). To jump for height (throwing and catching). To sequence jumps.</p>	<p>Hopping To sustain hopping. To hop for speed. To hop for accuracy (hopscotch). Use a skip it (rope linked to ankle with ball on the end).</p>
<p>Skipping To skip in time with music (to a beat). To use skipping ropes.</p>	<p>Climbing To sustain climbing and landing effectively. For example, have a designated area with crates, planks, tyres, ladders, benches and ropes where children can create opportunities for climbing or design obstacle courses (climb a rope ladder, climb a ladder varying in distance between steps, climb a tree, use a trapeze, visit a local park to use monkey bars or visit a climbing wall).</p>	<p>Throwing and Catching To throw at a target. To throw at a moving target (throwing and dodging). Play games such as, tenpin bowling, dodgeball, darts, table tennis and badminton.</p>
<p>Kicking To kick a moving ball and pass the ball whilst moving.</p>	<p>Riding To ride varying moving objects. For example, a two-wheeled bicycle with pedals (to learn to propel), a circle bike (use hands to move), a unicycle a go kart, a push bike for two, a pedal go (stand up and move along), a skateboard, roller skates or a pogo stick.</p>	<p>Dancing Through an exploration of different types of dance: use props such as, ribbon sticks and hula hoops alongside a sequence of dance movements that link to music. Encourage the children to express themselves by considering movements and props that they could incorporate giving reasons.</p>

Knowledge

As the pupils progress through the curriculum they accumulate and connect both the substantive (facts) and disciplinary (PE specific) knowledge.

PE is delivered through a series of modules spaced throughout the year with opportunities to revisit key concepts and disciplinary skills. This enables the children to embed learning in line with our pedagogical approach.

Schools will deliver the following curriculum:						
Y1/2	Team Games (OAA)	Dance	Gymnastics	Athletics	Games	Swimming
Y3/4	Gymnastics	Games	Dance	OAA	Athletics	
Y5/6	Dance	OAA	Gymnastics	Games	Athletics	

Key Vocabulary

Our PE curriculum is vocabulary-rich ensuring that the children gain a deep understanding of key vocabulary and terminology (tier 3 vocabulary). The MAT has agreed the following vocabulary should be learnt by the end each two-year period- Y2/Y4/Y6 to allow for schools with mixed year or two year rolling programmes.

PE Vocabulary for Years 1 and 2					
Team Games	Dance	Gymnastics	Athletics	Games	Swimming
Teamwork	Beat	High	Speed	Attacker	Swim
Map	Moving	Low	Acceleration	Defender	Float
	Control	Over	Accuracy	Dribbling	Front crawl
	Rhythm	Under	Aiming	Passing	Back stroke
	Timing	Transition	Power	Control	Breaststroke
	Sequence	Curled		Possession	Length of pool
	Opposite	Wide		Batter	Width of pool
	Expression	Narrowed		Fielder	Deep end
	Tempo	Linking		Opponent	Shallow end
	Zigzag	Flow		Team	Dive
		Jump		Dodge	
		Roll			
		Sequence			

PE Vocabulary for Years 3 and 4					
OAA	Dance	Gymnastics	Athletics	Games	Swimming
Navigate	Expression	Linking	Tactics	Tackle	Swim
Teamwork	Creativity	Interesting	Speed	Outwit	Float
Tactics	Emotion	Extension	Acceleration	Rally	Front crawl
Communication	Choreography	Symmetrical	Distance	Forehand	Back stroke
Orienteering	Rhythm	Asymmetrical	Relay	Intercepting	Breaststroke
Symbol	Timing	Sequence	Change Over	Marking	Length of pool
Map	Stage presence	Apparatus	Pace	Chest Pass	Width of pool
Route	Extension	Unison	Power	Bowling	Deep end
Out of Bounds		Canon		Strike	Shallow end
		Control		Pivot	Dive
		Levels			
		Bridge			

PE Vocabulary for Years 5 and 6					
Team Games	Dance	Gymnastics	Athletics	Games	Swimming
Control Point	Unison	Direction	Evaluation	Man-to-Man Marking	Swim
Scale	Improvisation	Matching	Personal Best	Referee/Umpire	Float
Leadership	Prejudice	Mirroring	Lap	Backhand	Front crawl
Cooperation	Discrimination		False Start	Serve	Back stroke
Responsibility	Canon		Events	Bounce Pass	Breaststroke
Strategy	Choreography		Stride Pattern	Outfielder	Length of pool
	Compositional		Cardio vascular system	Offside	Width of pool
	Interconnecting		Circuit Training	Formation	Deep end
			Fitness	Counter attack	Shallow end
					Dive

Learning Organisers

See - 'Kaleidoscope MAT PE Curriculum Learning Organiser'

Learning Organisers are used:

- to convey the core knowledge in one place
- as a reference/starting point for staff (some schools may adapt the layout but key concepts and vocabulary must be learnt)
- to support questioning and retrieval
- to highlight key tier 3 subject specific vocabulary

Implementation

Our PE curriculum is taught in each year group in modules that enable pupils to study in depth key understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed skills.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with additional tournaments,

Impact

The impact of our curriculum is measured informally through discussions and observations of pupils. It is measured more formally through teacher assessment against the Key Milestones.

Key Milestones

See 'Kaleidoscope MAT PE Key Milestones.'

Kaleidoscope has produced Key Milestones for each pair of years (Y2,Y4 and Y6) so that staff are clear whether pupils are performing at the expected standard. The key vocabulary is clearly identified in the Learning Organisers.

Subject leaders will:

- conduct lesson observations looking for an increasing range of skills and expertise.
- conduct pupil conferences where pupils will be measured against the key milestones and will use PE vocabulary, talk about PE skills and rules and explain how learning builds on previous knowledge.