



Copthorne CE Junior School

“Creating confident, curious learners with God’s love”



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks, are inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

P.E Intent

Regular physical activity is one of the most important ways children can maintain and improve their physical health, mental health and overall well-being. At Copthorne Junior School, we are committed to **promoting the health and well-being** of our pupils through physical activity. We envisage that all pupils are taught to be physically literate and that they **develop the knowledge, skills and motivation** necessary to equip them for a **healthy, active** lifestyle while at school and throughout their adult lives. Copthorne Junior School aims to maximise opportunities for children to be physically active across all areas of the curriculum, during break times and lunch times and through opportunities and links with our wider, **diverse** community.

Our teaching of Physical Education, through this **progressive curriculum**, gives children the tools and understanding required to make a positive impact in their own physical health and well-being as well as experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can **challenge** and

promote self-esteem through the development of physical **confidence** and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based, **collaborative** physical activities. Within dance it will allow children to explore their **personal and spiritual identity**.

Through extra-curricular activities and intra-school competitions, we aim to raise the profile of PE and enable our children to be exposed to sports they may never have had the opportunity to experience or engage with.

During our two residential visits and outdoor, adventurous activities, this enables all children to show **resilience, perseverance, challenge** of themselves and **support of peers** whilst giving the opportunity to **take risks** and **achieve** their own goals.

PE CURRICULUM OVERVIEW

	Autumn		Spring		Summer	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	FUNDEMENTALS	DANCE	GYMNASTICS	DODGEBALL	ATHLETICS	TENNIS
	BALL SKILLS	NETBALL	FOOTBALL	HOCKEY	CRICKET	SWIMMING
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	DANCE	YOGA	GYMNASTICS	FITNESS	ATHLETICS	TENNIS
	BALL SKILLS	TAG RUGBY	FOOTBALL	BASKETBALL	ROUNDERS	OAA
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	GYMNASTICS	FITNESS	DANCE	YOGA	ATHLETICS	SWIMMING
	NETBALL	HOCKEY	FOOTBALL	CRICKET	SWIMMING	TENNIS
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	GYMNASTICS	DANCE	YOGA	FITNESS	ATHLETICS	TENNIS
	BASKETBALL	TAG RUGBY	FOOTBALL	HANDBALL	ROUNDERS	OAA

P.E Curriculum Progression

Foci	Year 2 end points	Year 3 end points	Year 4 end points	Year 5 end points	Year 6 end points
Gymnastics	Perform balances on different body parts with some control and balance. Take body weight on different body parts, with and without apparatus. Show increased awareness of extension and flexibility in actions. Copy, remember, repeat and plan linking simple actions with some control and technique.	Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus.	Use body tension to perform balances both individually and with a partner. Demonstrate increasing strength, control and technique when taking own and others weight. Demonstrate increased flexibility and extension in more challenging actions. Plan and perform sequences showing control and technique with and without a partner.	Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.
<u>Vocabulary</u>		Flow, explosive, symmetrical, asymmetrical, combination, evaluate, improve, stretch, refine, adapt, pathway, contrasting, curled, stretched, suppleness, strength, inverted, jump, land, over, under, 90 degrees, 180 degrees, leaving, approaching, balance, forwards, backwards, combine, rotation, against, towards,		Dynamics, combination, contrasting, control, mirroring, matching, accurately, refine, evaluate, display, asymmetry, performance, create, symmetry, refinements, assessment, suppleness, strength, cool down, warm up, muscles, joints, explore, rotation, spin, turn, shape, landing, take-off, flight, co-operate, audience, assessment, elements, twist, obstacles,	

		away, across ,evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, away.	refine, aesthetically, criteria, extension, judgement, tension, inverted, judge, dynamics, combination, canon, counter-tension, counter-balance, criteria, performance, imaginative, parallel, creativity, flight, timing.		
Athletics	Show balance and coordination when running at different speeds. Link running and jumping movements with some control and balance. Show hopping and jumping movements with some balance and control. Change technique to throw for distance. Show control and balance when travelling at different speeds. Demonstrates balance and co-ordination when changing direction. Perform actions with increased control when co-ordinating their body with and without equipment.	Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities.	Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area Demonstrate good balance when performing other fundamental skills. Show balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task.	Run at the appropriate speed over longer distances or for longer periods of time Show control at take-off and landing in more complex jumping activities Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Can co-ordinate a range of body parts at increased speed.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed

					appropriate to the challenge.
<u>Vocabulary</u>		Sling, pull, distance, sprint, steady pace, accuracy, Height, record, joints, rhythm, leading leg, measure, underarm, overarm, heartbeat, pulse rate, jogging, walk, hurdles, landing, control, preferred, landing foot, time, stamina, obstacles, stance, diagonal, approach, speed, relay.	Sprint, team, distance, measure, height, target, pacing, rhythm, obstacles, leading leg, hurdles, throwing, speed, accuracy, take off, stamina, time, projector, release, performance, accuracy, take off, distance, target, time, position, measure, control, height, run up, hurdles.		
Games	Dribble a ball with two hands on the move. Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success. Show balance when kicking towards a target. Catch an object passed to them, with and without a bounce. Move to track a ball and stop it using feet with limited success. Strike a ball using a racket. Run, stop and change direction with balance and control. Move to space to help score goals or limit others scoring. Use simple tactics.	Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques.	Link dribbling the ball with other actions with increasing control. Change direction when dribbling with feet with some control in game situations. Use a variety of throwing techniques with increasing success in game situations. Kick with increasing success in game situations Catch a ball passed to them using one and two hands with increasing success. Receive a ball using different parts of the foot under pressure. Strike a ball using varying techniques with increasing accuracy.	Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball using different parts of the foot under pressure with increasing control.	Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure Use a variety of throwing techniques including fake passes to outwit an opponent Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these

		Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team	Change direction to lose an opponent with some success. Create and use space with some success in game situations. Use simple tactics to help their team score or gain possession.	Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. Create and use space for self and others with some success. Understand the need for tactics and can identify when to use them in different situations.	with increasing control under pressure. Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these.
<u>Vocabulary</u>		Keep possession, Keep the ball, scoring goals, keeping score, making space, pass/send/receive, dribble, travel with a ball, back up, support partner, make use of space, points, goals, rules, tactics, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, doubles, rally.		Keeping possession, passing, dribbling, shooting, shield ball, width, depth, support, marking, covering, repossession, attackers, defenders, marking, team play, batting, fielding, bowler, wicket, tee, base boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, forehand, backhand, volley, overhead, singles, doubles, rally.	
Dance	Copy, remember and repeat a series of actions. Select from a wider range of actions in relation to a stimulus. Use pathways, levels, shapes, directions, speeds and timing with guidance.	Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea.	Copy, remember and adapt set choreography. Choreograph considering structure individually, with a partner and in a group. Use action and reaction to represent an idea.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space	Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance

	Use mirroring and unison when completing actions with a partner. Show a character through actions, dynamics and expression. Use counts with help to stay in time with the music.	Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group.	Change dynamics to express changes in character or narrative. Use counts when choreographing short phrases.	and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music.	considering actions, space, relationship and dynamics in relation to a theme Improvise and combine dynamics demonstrating an awareness of the impact on performance Use counts when choreographing and performing to improve the quality of work.
<u>Vocabulary</u>		Space, repeat, dance phrase, improvisation, character, gesture, repetition, action and reaction, myth, legend, costume, prop, pattern	Dance style, technique, formation, pattern, rhythm, variation, improvisation, unison, canon, action, reaction, motif, phrase, interpret, exploration		
OAA	Follow instructions accurately. Work co-operatively with a partner and a small group, taking turns and listening to each other. Try different ideas to solve a task. Follow and create a simple diagram/map.	Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer. Confidently communicate ideas and listen to others before deciding on the best approach.	Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges.	Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.

	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Plan and apply strategies to solve problems. Identify key symbols on a map and use a key to help navigate around a grid. Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and alter methods to improve.	Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
<u>Vocabulary</u>		Lead, Co-operate, Teamwork, Solve, Instructions, Support, Successful, Map, Direction, Communicate, Rules, Route, Trust, Navigate, Grid, Discuss, Plan, Leader, Inclusive, Effectively, Orientate, Symbol.		Collaborate, Tactical, Control Card, Collective, Orienteering, Navigation, Location, Boundaries, Critical Thinking, Direction, Communicate Orienteering, Navigation Symbol, Cooperatively, Strategy.	
Swimming and water safety	Beginner Submerge and regain feet in the water. Breathe in sync with an isolated kicking action from poolside. Use arms and legs together to move effectively across a short distance in the water. Glide on front and back over short distances. Float on front and back for short periods of time.	Developers Confidently and consistently retrieve an object from the floor with the same breath. Begin to co-ordinate breath in time with basic strokes showing some consistency in timing. Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. Combine gliding and floating on front and back over an increased distance. Float on front and back using different shapes with increased control.		Intermediate Confidently combine skills to retrieve an object from greater depth. Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes. Confidently demonstrate good technique in a wider range of strokes over increased distances. Combine gliding and transitioning into an appropriate stroke with good control. Confidently link a variety of floating actions together demonstrating good technique and control.	

	Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation.
<u>Vocabulary</u>		Exit, Enter, Front, Travel, Rules, Safely, Kicking Back, Pulling, Splash, Unaided, Gliding, Floating, Breathing, Sculling, Crawl, Breaststroke, Submersion, Rotation, Backstroke, Stroke, Alternate, Survival, Treading Water, Buoyancy.	Exhale, Flutter Kick, Surface, Somersault, Personal Best, Inhale, Endurance, Propel, Continuous, Streamline, Synchronised, Retrieve.