



PE Curriculum

All curriculums at Hollymount are founded on the Hollymount Big Picture Curriculum. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Purpose of the Curriculum

PE sessions are built to give confidence and improve technical skills to all children at Hollymount. These skills are developed by not only teachers but also a qualified sports coach. In addition to learning how to play a range of sports, pupils also learn about team building, leadership of others and respecting the rules of how to be 'a good sport'. As the children develop a love for the game, strong emphasis is placed on giving all children opportunities to participate in competitive games against each other and a range of schools in the

Impact on children

Attainment and Progress in standards	Responsible and Respectful Global Citizens	Hollymount Values	Success in their next stage in education	Confidence and independence
<p>High quality physical education teaches students the knowledge, skills, and confidence to be physically active for a lifetime. At Hollymount focus is placed on the head, heart and hands assessment from the Merton Primary PE Schemes of Work Assessment Criteria.</p> <p><u>HEAD</u> Creativity Understanding Decision Making</p> <p><u>HEART</u> Fair Play Leadership Social</p> <p><u>HANDS</u> Fitness Physical Literacy</p>	<p>Physical education at Hollymount brings in more alertness of mind and concentration from the children. As a result a child feels more self-confident and can easily tackle any problem, helping in building up responsible and respectful young global citizens.</p>	<p>A high-quality physical education curriculum at Hollymount inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities promoting courage, responsibility and appreciation. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Playing and developing together as a team contributes to the children's wellbeing through happiness creating lifelong friendships.</p>	<p>Physical education in primary school is essential to the development of fine and gross motor skills and the enhancement of reflexes. Hand-eye coordination is improved, as well as good body movements, which helps in the development of a healthy body posture. Physical education teaches students the importance of physical health which they can then take into their next stage of education.</p>	<p>Physical education at Hollymount fosters feelings of competency through success, which is a key component of self-esteem. Playing sports at Hollymount also improves teamwork skills, which foster positive relationships between peers. Physical education can improve student health and self-body image, leading to increased self-confidence and wellbeing.</p>

Overall learning Objectives (per year)

Tag Rugby Scheme of Work

Year 3 (1 Unit)

Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within a match scenario.

1. To evade a defender when attacking. To be able to tag a player when defending.
2. To demonstrate an accurate pass when static. To work constructively within a group.
3. To demonstrate an accurate catching technique when static. To work constructively with a partner.
4. To beat a defender by either moving with or passing a ball into open space. To work collaboratively within teams.
5. To retain the ball when attacking. To work collaboratively between teams.
6. To demonstrate at least two of the four core skills of tag rugby in a game scenario. To work as a team to employ attacking and defending tactics.

Year 4 (1 Unit)

Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) in both isolation and together within a match scenario.

1. To evade a defender when attacking. To tag a player when defending (1v1 scenario).
2. To demonstrate an accurate pass when static and when moving. To work constructively with a partner.
3. To demonstrate a successful catching technique when moving. To work constructively with a partner.
4. To beat a defender consistently by both moving with and/or passing a ball into open space. To work collaboratively within a team.
5. To retain the ball in a match scenario. To work collaboratively between teams.
6. To demonstrate at least three of the four core skills of tag rugby in a team game scenario. To work as a team to employ tactics.

Year 5 (1 Unit)

Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within accuracy and precision in both an individual and team-based scenario.

1. To demonstrate the ability to side-step and beat a defender. To mark and tag a player when defending (in 1v1 and team scenario).
2. To demonstrate an accurate pass when put under pressure by a defender. To work effectively as a group.
3. To demonstrate successful and consistent catching technique when static, moving and under pressure. To work effectively as a team.
4. To beat a defender consistently by moving the ball into open space. To work effectively as a team.
5. To retain the ball when put under pressure in a match scenario. To work collaboratively as a team.
6. To demonstrate all four core skills of tag rugby when put under pressure in a match scenario. To work as a team and successfully employ tactics.

Year 6 (1 Unit)

Children learn how to successfully and consistently demonstrate the four core skills of tag rugby (running, catching, passing and tackling) within accuracy and precision in both an individual and team-based scenario.

1. To demonstrate a variety of evasive skills to beat a defender. To man mark and tag a player when defending (in a 1v1 and team scenario).
2. To demonstrate an accurate lateral passing technique when put under pressure by a defender. To work effectively as a group.
3. To demonstrate an accurate catching technique when static, moving and put under pressure. To work effectively as a team.
4. To demonstrate a variety of techniques to be able to break through a defence by both moving with and passing the ball.
5. To retain the ball as a team and create try scoring opportunities. To work collaboratively as a team.
6. To demonstrate all four core skills of tag rugby when put under pressure in a match scenario. To work as a team and successfully employ tactics.

Overall learning Objectives (per year)

Games (KS1) Activities Scheme of Work

Year 1 (3 Units)

Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket). They have an opportunity to play one against one, one against two and one against three.

1. To be able to find a free space, avoiding others. To experiment and show different ways of using a ball or bean bag.
 2. To be able to consistently find a free space by avoiding others. To use a rolling action to send an object towards a target.
 3. To understand the importance of finding a free space. To be able to use a rolling action to send and receive an object to a partner with control.
 4. To understand the importance and safety elements of finding a free space. To be able to throw and catch an object as an individual.
 5. To be able to find a free space safely. To perform a basic underarm throw towards a target.
 6. To apply rolling, under-arm throwing, and catching techniques in a series of challenges in order to achieve personal best.
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1. To move safely and actively about the space. To throw and catch under-arm individually and with a partner.
 2. To throw and catch under-arm in a small group. To work collaboratively in a small group and start to understand team-work.
 3. To move safely within a small space. To throw over-arm to a target.
 4. To move in an area safely, avoiding others. To retrieve a ball to return to a partner or team.
 5. To move in an area safely whilst tracking a partner and avoiding others. To track and intercept a ball to retrieve to a partner or team.
 6. To apply throwing and retrieval skills within a game.
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1. To effectively use throwing and retrieval skills within a game.
 2. To use hands or equipment when striking a ball into space. To be able to decide where to stand to make it difficult for an opponent (tactics).

3. To strike a ball using your feet into space. To be able to decide where to stand to make it difficult for an opponent (tactics).
4. To be able to roll, bounce, throw and catch a variety of equipment individually, with a partner and against an opponent.
5. To be able to throw, hit and kick a ball in a variety of ways in a 'game' (attacking).
6. To be able to work as a team to retrieve objects in a 'game' (defending).

Year 2 (3 Units)

Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.

1. To roll a ball towards a target with accuracy.
2. To use a variety of ball manipulation skills with control.
3. To kick a ball with accuracy to a targeted area.
4. To strike/ hit a ball using a variety of equipment or hands to a targeted area.
5. To catch an object consistently, individually and with a partner.
6. To apply various ball skills within a game scenario. To apply simple tactics.

1. To roll a ball towards a target while working with a partner.
2. To kick a ball with a partner and then versus a partner, using simple tactics.
3. To strike/ hit a ball to score points.
4. To throw in different directions over different distances.
5. To apply various sending and receiving skills with a partner in a competitive situation.
6. To apply tactics to a sending and receiving game.

1. To throw and catch whilst moving. To work with a partner.
2. To work with a partner to reach a target area unopposed and opposed.
3. To play a 1v2 striking and fielding game to score runs (points).
4. To play a 2v2 striking and fielding game to score runs (points).
5. To play an even sided team game using a variety of simple tactics.
6. To apply tactics to various 2v2 games while keeping score and adapting to rule changes.