



CHJS Curriculum Map for Physical Education



Let your light shine (Matthew 5:16) LOVE SELF OTHERS BEAUTY BEYOND

In Physical Education, children are given many opportunities to let their light shine and excel in a broad range of practical activities both during and beyond the school day. The wide range of life-enriching sporting experiences provided through this subject empower children to push themselves to their limits in the glory of God. The children grow and develop through the teaching and learning of the 5 physical literacy multi-abilities (Cognitive, Creative, Social, Physical, Health & Safety). They learn to value their strengths and accept their limitations, appreciating their bodies capabilities; we remind them that God is a good creator and encourage all of our children to live their lives in his image.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
Cognitive	To know the simple tactics of attacking and defending. To be able to explain what is going well and identify areas for improvement.	To know the specific parts of personal performance to work on. To know how to judge performance. To use awareness of space and others to make good decisions.	To know the methods to outwit opponents and recognise patterns of play, which will increase chances of success. To know a clear idea of how to develop own and others' work.	To know how to review, analyse and evaluate my own and others' strengths and weaknesses. To know how to read and react to different situations as they develop.
Health & Safety	To know how and why my body feels during and after exercise. To explain why we need to warm up and cool down. To understand how to use equipment appropriately and move and land safely.	To know the basic fitness components. To know how often and how long I should exercise to be healthy. To know how to record and monitor how hard you are working.	To know and perform appropriate warm-up and cool down activities. To understand the possible dangers when planning an activity.	To know how individuals need different types and levels of fitness to be more effective in their activity/role/event. To know how to plan and follow a basic fitness programme.

Disciplinary Knowledge	Year 3	Year 4	Year 5	Year 6
Physical	<p>To know how to perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>To know how to select and apply a range of skills with good control and consistency</p>	<p>To know how to perform a variety of movements and skills with good body tension. To know how to link actions together so that they flow.</p>	<p>To know how to use combinations of skills confidently in sport specific contexts.</p> <p>To know how to perform a range of skills fluently and accurately in practice situations.</p>	<p>To know how to effectively transfer skills and movements across a range of activities and sports.</p> <p>To know how to perform a variety of skills consistently and effectively in challenging or competitive situations.</p>
Creative	<p>To know ways to make up my own rules and versions of activities. To understand how to respond differently to a variety of tasks or music. To recognise similarities and differences in movements and expression.</p>	<p>To know how to link actions and develop sequences of movements that express own ideas. To understand how to change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p>To know how to respond imaginatively to different situations. To understand how to adapt and adjust skills, movements or tactics so they are different from or in contrast to others.</p>	<p>To know how to effectively disguise what you are about to do next. To understand how to use variety and creativity to engage an audience.</p>
Social	<p>To know the importance of showing patience and supporting others, listening well to them about the work. To be happy to show</p>	<p>To know how to cooperate well with others and give helpful feedback. To understand how to help organise roles and</p>	<p>To know how to negotiate and collaborate appropriately. To understand how to give and receive sensitive feedback to improve self and others.</p>	<p>To know how to involve others and motivate others nearby to perform better.</p>

	and tell them about your ideas.	responsibilities and guide a small group through a task.		
Personal	To know where I am with my learning and I have begun to challenge myself. To try several times, if at first you don't succeed ask for help when appropriate	To persevere with a task and improve my performance through regular practice. To understand how to react positively when things become difficult.	To see all new challenges as opportunities to learn and develop. To recognise my strengths and weaknesses and can set myself appropriate targets	To know how to create my own learning plan and revise that plan when necessary. To accept critical feedback and make changes
Vocabulary	Fundamental, abilities, cognitive, physical, personal, social, creative, Balance, control, Fluent, smooth, performing, movement, directions, take-off, height, landing, wobble, swing, accuracy, focus, control, perform, sequence, shape, stance, stable, skill, consistency, reaction, timing, position, heart rate, body temperature, health, fitness, warm-up, cool-down, muscles, joints, oxygen, blood flow, increases, decreases, programme, moderate, vigorous, exercise, intensity, pulse, impact, monitor, record, fair play, courage, determination, resilience, confidence, performance, equipment, apparatus.			
Cross-curricular reading	Warm up reading relays followed by small group discussions covering famous sporting icons, whilst raising awareness of issues BLM, gender equality and social deprivation. Reading reciprocal teaching cards for self and peer teaching, especially in Gymnastics and Dance. Reading and interpreting maps in OAA with links to Geography Reading shared success criteria and learning outcomes. Greek week – The ancient Olympics Year 5 French sports/hobbies Sports Day – Learning about sporting heroes, Sporting nations and the events themselves.			
Cross-curricular links	PSHE – Respect Geog/Art – Outdoor mapping and sketching signs and symbols. Maths – Length and perimeter Reading - PE warm up reading relays covering famous sporting icons whilst raising awareness of issues BLM, gender equality and social deprivation.	History – Roman Gladiators PSHE – Equal opportunities, Respect Heavyweight punching (Resilience) Paralympic games (Reciprocity, resilience) Active Maths – BBC Super movers, Hit the Button, relay games	French - Sports/hobbies PSHE – Homophobia, Discrimination, Health care - improving life chances, Scapegoats. Outdoor Learning – Building shelters, building a fire. Active Maths – Multiplication & Subtraction	Outdoor Learning – PGL trip to Caythorpe History - WWII playground games PSHE – Inspirational people Mo Farrah -Going for goals, Hillsborough – The big lie Outdoor Learning – Campfire cooking

Christian Values

Courage: In PE, children develop courageous advocacy to make positive changes in the world. Whether showing courage by attempting new and challenging activities, striving to beat personal bests or not giving up in the face of adversity – PE and school sport have that unique ability to harness and shape children’s personal skills.

Fairness: Through a range of sporting experiences, offered by our school, children will develop a true sense of fair play and sportsmanship. During the social unit they are taught to be patient and accepting of one another’s ideas, to accept constructive feedback and to be law abiding. During sporting competition, they learn to treat others as they wish to be treated themselves. The act of shaking hands and giving 3 loud cheers is a way of demonstrating mutual respect to another as God would intend it.

Kindness: Children are able to show kindness in PE through taking turns, being positive about a peers performance and by helping the teacher with the general organisation of the lesson. They adhere to 5 school rules (displayed in class) and include everybody - no matter what their ability is like in this subject.

Koinonia – Sport has the power to bring people together and in PE children will gain a sense of belonging as a prt of a team or when working in groups. Working as a team, they will learn to collaborate and sometimes put others before themselves, appreciating others are also made in Gods image and treating them with an equal measure of respect and tolerance.

Responsibility – Children develop responsibility when given the ownership and freedom to make their own decisions. In PE, children can choose which FUNS (fundamental skills) level to attempt and are given the responsibility to set up, complete and pack away these challenges independently. They also have a responsibility to know where they are at with their own learning through self-assessment and recording personal bests.

Thankfulness: - Many children at our school enjoy their PE lessons and frequently show their gratitude for the fun practical activities they experience. Equally, many children attend after school sports clubs or represent the school at sporting competitions (Cross Country, Football, Netball, Athletics too).

Truthfulness – Children must show honesty and fairness to their peers when taking part in activities requiring the adherence of rules and regulations. They should be truthful with themselves when assessing their own performances and establishing the extent of their successes and achievements.

**Spiritual
Development**

We encourage the children to be inspired by the levels of dedication and commitment it takes to reach the highest levels of performance. We want them to marvel at the beauty of sporting perfection and feel those moments of total satisfaction, achieving their own personal aspirations after putting their heart, body and soul on the line. Only through participating in physical activity themselves can they truly appreciate and respect those talented individuals and leading sporting role models, who set the benchmark for others to follow and show them the pathway to success. Through either individual personal challenges or being part of a unified team, we strive for our children to discover their own strengths and the strengths of others, accelerating their self-esteem and opening up positive relationships and a new love for one another through the sharing of positive sporting experiences. We hope they will forge a life-long participation in sport and leisure activities, benefiting from the physical, social and emotional gains to be had, achieving a sense of inner peace and gratification.

Knowing PE lessons can also provide moments of personal failure or highlight limitations, our children will be encouraged to foster a growth mindset, empowering them to think positively in any situation. Through the subject of Physical Education, many children excel in leading others and we see them blossom to become responsible citizens, who volunteer their time and energy to help others achieve. PE and school sport has the power to make a difference to a child's life and through the combination of our broad and balanced high quality PE curriculum and the year round extensive extra-curricular programme we offer; every child at Church Hill has the very best opportunity to reach their sporting potential and let their light shine bright.