



Ottery St Mary Primary School PE and Outdoor Education Curriculum Overview



Pupils at Ottery St Mary Primary School will:

- Be active in their daily lives and enjoy participating in games,
- Enjoy being active in and exploring the outdoor environment,
- Be able to work and play in a team and take pride in their teamwork,
- Show resilience and determination when undertaking problem solving challenges,
- Challenge themselves to improve their own performance and take pride in beating their own records,
- Know how to be safe in our local environment, including woodland areas and swimming in the sea,
- Be able to swim confidently and understand the dangers and necessary skills required to swim in a pool and in the sea,
- Reflect on their own journey and progress in physical and sports challenges.

PE and Outdoor Education Curriculum

Intent	The outdoor and PE curriculum at Ottery St Mary will ensure our pupils enjoy being physically active in the outdoors and know how to be safe in our local environment. It will build personal, social, cognitive, creative, physical and health and fitness skills.
Implementation	All classes will be taught PE according to the Real PE framework. Each class will participate in at least 1 hour of Real PE per week. Additionally, in the summer term each class will take part in swimming lessons. Opportunities for physical activity are supplemented by participation in the 'School Games Network', regular house competitions, sports days and celebration of dance. Lunchtime activities will be supported by trained sports leaders and opportunities to participate in sport activities will be available daily at break and lunch. Every child will be offered the opportunity to participate in outdoor learning activities in the forest school for one half term during the year.

	Personal	Social	Cognitive	Creative	Physical	Health and Fitness
Intent by the end of Y6	Create my own learning plan and revise that plan when necessary. Accept critical feedback and make changes. See all new challenges as opportunities to learn and develop. Recognise my strengths and weaknesses and can set myself appropriate targets. Cope well and react positively when things become difficult. Persevere with a task and I can improve my performance through regular practice.	Involve others and motivate those around me to perform better. Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately. Cooperate well with others and give helpful feedback. Organise roles and responsibilities and I can guide a small group through a task.	Review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. Have a clear idea of how to develop my own and others' work. Recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. Understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	Effectively disguise what I am about to do next. I use variety and creativity to engage an audience. Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. Link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging	Effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations. Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.	Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. Describe the basic fitness components and explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working.

Outdoor Education				
	Personal skills	Creative skills	Life skills	Outdoor knowledge
Autumn <i>Harvest</i> <i>Creative crafts</i>	Communicating in a team and working together. Creating food for others. Contributing to charity.	Making items out of found materials. Making choices to personalise the design of items.	Following a recipe. Using an oven. Washing up. Participate in christmas shop to make money, considering profit and loss and use of funds.	Fire safety. Using a hand drill. Using saws. Finding out where foods come from. Understanding how harvest fits into the gardening year.
Spring <i>RSPB</i> <i>Life cycles (Spring)</i>	Communicating in a team and working together. Thinking about how we can positively impact upon our environment (participating in RSPB work)	Making bird feeders. Making birds nests out of found materials. Solving problems (birds nest challenge)	Following a recipe (bird feeders) Knowing how to support the animals in our local environment. Using cooking equipment.	Fire safety. Identification of trees and birds. Construction using natural materials. Understanding how spring fits into the gardening year. Use of hammers and nails to repair beds and construct a greenhouse.
Summer <i>Grow your own veg</i> <i>30 days wild</i>	Communicating in a team and working together. Thinking about how we can positively impact our school environment (growing veg in beds)	Thinking about how to plant things considering space and design. Using their imagination to enjoy participating creatively in the outdoors (30 days wild)	Maintain and care for gardening beds. Follow growing instructions for different veg. Participate in garden shop to make money, considering profit and loss and use of funds.	Understanding how summer fits into the gardening year. Knowledge of foods grown to share with 'customers'. Use of hammers and nails to repair beds and construct a greenhouse. Understanding that the outdoors is an enjoyable place to spend time.

Real PE Progression: Autumn 1, 2 and Spring 1

	EYFS	Y1	Y2	Y3	Y4	Y5/ Y6
Autumn 1 Personal Coordination:Footwork Static Balance: One Leg	Follow instructions, practise safely and work on simple tasks by myself . Enjoy working on simple tasks with help.	Try several times if at first I don't succeed and I ask for help when appropriate. Follow instructions, practise safely and work on simple tasks by myself.	Begin to challenge myself. Try several times if at first I don't succeed and I ask for help when appropriate. Follow instructions, practise safely and work on simple tasks by myself.	Cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate .	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice I know where I am with my learning and I have begun to challenge myself I try several times if at first I don't succeed and I ask for help when appropriate	Create my own learning plan and revise that plan when necessary. Accept critical feedback and make changes. See all new challenges as opportunities to learn and develop. Recognise my strengths and weaknesses and can set myself appropriate targets. Cope well and react positively when things become difficult. Persevere with a task and I can improve my performance through regular practice.
Autumn 2 Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Work sensibly with others, taking turns and sharing. Play with others and take turns and share with help.	Help praise and encourage others in their learning. Work sensibly with others, taking turns and sharing.	Show patience and support others, listening well to them about our work. Help praise and encourage others in their learning. Work sensibly with others, taking turns and sharing.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning.	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas I can help praise and encourage others in their learning	Involve others and motivate those around me to perform better Give and receive sensitive feedback to improve myself and others. Negotiate and collaborate appropriately Cooperate well with others and give helpful feedback. Organise roles and responsibilities and I can guide a small group through a task.
Spring 1 Cognitive Dynamic Balance: On a Line Static Balance: Stance	Understand and follow simple rules and name some things I am good at. Follow simple instructions.	Begin to order instructions, movements and skills. With help recognise similarities and differences in performance and explain why someone is working or performing well.Understand and follow simple rules.	Understand the simple tactics of attacking and defending. Explain what I am doing well and identify areas for improvement .Begin to order instructions, movements and skills. Recognise similarities and differences in performance and explain why someone is working or performing well. Understand and follow simple rules and can name some things I am good at.	Understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well.	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	Review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop. Have a clear idea of how to develop my own and others' work. Recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents. Understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.

Real PE Progression: Spring 2 and Summer 1 and 2

	EYFS	Y1	Y2	Y3	Y4	Y5/ Y6
<p>Spring 2 Creative Coordination: Ball Skills Counter Balance: With a Partner</p>	<p>Explore and describe different movements. Observe and copy others.</p>	<p>Begin to compare movements and skills with those of others. Select and link movements together to fit a theme. Explore and describe different movements</p>	<p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression (Level 3) I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (Level 2) I can explore and describe different movements (Level 1)</p>	<p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p>	<p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p>	<p>Effectively disguise what I am about to do next. I use variety and creativity to engage an audience. Respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. Link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging</p>
<p>Summer 1 Physical Coordination: Sending and Receiving Agility: Reaction/ Response</p>	<p>Perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. Move confidently in different ways.</p>	<p>Perform a range of skills with some control and consistency, a sequence of movements with some changes in level, direction or speed, a single skill or movement with some control and a small range of skills and link two movements together.</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency (Level 3) I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed (Level 2) I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1)</p>	<p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed</p>	<p>Effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. Use combinations of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations. Perform a variety of movements and skills with good body tension. Link actions together so that they flow in running, jumping and throwing activities.</p>
<p>Summer 2 Health and fitness Agility: Ball Chasing Static Balance: Floor Work</p>	<p>Be aware of why exercise is important for good health. Be aware of the changes to the way I feel when I exercise.</p>	<p>Say how my body feels before, during and after exercise. Use equipment appropriately and move and land safely. I am aware of why exercise is important for good health.</p>	<p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down (Level 3) I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely (Level 2) I am aware of why exercise is important for good health (Level 1)</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</p>	<p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</p>	<p>Explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. Self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity. Describe the basic fitness components and explain how often and how long I should exercise to be healthy. Record and monitor how hard I am working.</p>