

## BEING AN ATHLETE AT SCOTT-BROADWOOD

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#### Intent: Our Vision

Physical Education at Scott Broadwood aims to develop children who understand the importance of physical activity and a healthy lifestyle. Through a school-wide approach, based on Christian and sporting values and a safe and supportive environment, children are able to occupy the knowledge, skills and capabilities required for a positive mental, emotional, social and physical wellbeing. We intend to deliver a broad curriculum through high-quality teaching and learning that is inclusive to all, celebrates diversity and has links to the wider curriculum. Through links with Dorking School Sports Partnership and Active Surrey, we intend to give as many children as possible access to competitive sport, where they can represent the school and demonstrate their skills and values. Following that, achievements both in-school and externally will be celebrated to recognise those children and promote an active lifestyle.



#### Implementation: How we plan and teach for being an Athlete

##### PE Lessons/planning and resources

Scott Broadwood physical education curriculum is designed based on a progression of skills and knowledge approach across the school, as well as physical activity and mindfulness being key factors for a healthy lifestyle. All year groups take part in two, one hour lessons of PE per week. We achieve inclusivity through ensuring that all genders have equal opportunities and experiences.

All year groups are working to the phased long term plan which offers a wide range of sporting experiences and allows for improvements on their sporting journey. Planning consists of games, athletics, gymnastics and dance.

##### Links with our enquiry curriculum

Where appropriate, dance is matched with the enquiry the children are currently studying which allows for an engaging and enriching experience.

There are links with science (being a scientist), PSHE and wellbeing (being a philosopher) through enquiries around the human body, health and fitness.

#### Impact: How we evaluate our learning as Athletes

Children leaving Scott Broadwood will do so having experienced a range of sports and will have been exposed to the required knowledge and understanding to develop and lead a healthy lifestyle.

Some children will have enjoyed individual success within sporting events and competitions against other Dorking schools within the wider local community.

## Long-Term Plan for Academic Years 2024/2025 and 2025/2026

	Autumn Term				Spring Term				Summer Term			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor	Outdoor	Indoor/Out
EYFS	Using Space		Balance through gymnastics		Attacking and defending		Coordination/Dance (story telling) through gymnastics		Handball Skills		Striking	
Year 1 and 2 Cycle A 2024 – 2025	Games 1-6 (Separate Yr1 and Yr2 Planning)	Dance – We are what we eat (linked to 'How do we live a healthy life?')	Games 7-12 (Separate Yr1 and Yr2 Planning)	Gymnastics 1-6 (Separate Yr1 and Yr2 Planning)	Games 13-18 (Separate Yr1 and Yr2 Planning)	Dance – Dancing around the world (linked to 'How are schools the same?')	Games 19-22/24 (Separate Yr1 and Yr2 Planning)	Gymnastics 7-12 (Separate Yr1 and Yr2 Planning)	Tennis (5 wks) (Yr2 Planning for both)		Tri-Golf (5 wks) (Yr1 planning for both)	Athletics (Sports Day Prep)
Year 1 and 2 Cycle B 2025 – 2026	Games 1-6 (Separate Yr1 and Yr2 Planning)		Games 7-12 (Separate Yr1 and Yr2 Planning)		Games 13-18 (Separate Yr1 and Yr2 Planning)	Gymnastics 1-6 (Separate Yr1 and Yr2 Planning)	Games 19-22/24 (Separate Yr1 and Yr2 Planning)	Gymnastics 7-12 (Separate Yr1 and Yr2 Planning)	Tennis (5 wks) (Yr2 Planning for both)	Dance – Ourselves (Links to 'How do we move around?')	Tri-Golf (5 wks) (Yr1 planning for both)	Dance – Toys (Links to 'How can we play in different ways?')
Year 3 and 4 Cycle A 2024 - 2025	Football DSSP planning	Dance Dance Notes 'Light & Dark'	Netball DSSP planning	Gymnastics DSSP 1-6	Badminton	Dance Dance Notes 'Rocks & Soils'	Hockey DSSP planning	Gymnastics DSSP 7-12	Tennis LTA planning	Swimming (External)	Rounders DSSP planning (Field)	Athletics (Sports Day Prep)
Year 3 and 4 Cycle B 2025 - 2026	Basketball DSSP planning	Gymnastics DSSP 1-6	Tag-rugby DSSP planning	Gymnastics DSSP 7-12	Badminton	Dance Dance Notes 'Rivers'	Tennis LTA planning	Dance Dance Notes 'The Environment'	Kwik cricket DSSP planning	Swimming (External)	Rounders DSSP planning (Field)	Athletics (Sports Day Prep)
Year 5 and 6 Cycle A 2024 - 2025	Football DSSP planning Year 6 Swimming	Sportshall athletics DSSP planning	Volleyball DSSP planning	Dance Dance Notes 'Victorians'	Tag-rugby DSSP planning	Gymnastics DSSP 1-6	Tennis LTA planning	Dance Dance Notes 'Plants & Growing'	Kwik cricket DSSP planning (Field)	Gymnastics DSSP 7-12	Rounders DSSP planning	Athletics (Sports Day Prep)
Year 5 and 6 Cycle B 2025 - 2026	Basketball DSSP planning	Dance Dance Notes 'Outer Space'	Hockey DSSP planning	Dance Dance Notes 'The Mayans'	Netball DSSP planning	Sportshall athletics DSSP planning	Tennis LTA planning	Gymnastics DSSP 1-6	Kwik cricket DSSP planning	Gymnastics DSSP 7-12	Rounders DSSP planning	Athletics (Sports Day Prep) (Field)

Key to demonstrate coverage

Gymnastics	Athletics	Dance	Swimming
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Invasion Games	Net/Wall Games	Striking & Fielding Games	OAA – Currently through residential trips.
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**Our Enquiry Curriculum Overview 2024-2026 – The Dance topics will link with what is being taught in enquiry at that time**

2024-2026: SCOTT-BROADWOOD WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>KS1</b> 2024-2025	How do we live a healthy life?	How can we help?	How are schools the same?	What could my classroom be made of?	What did Brunel do for Great Britain?	How do plants grow near me? (4 weeks)  What is home? (1 week block with trip)
<b>KS1</b> 2025-2026	What do artists do? (4 weeks)  How does my school change? (3 weeks – engage, immerse, know how)	What is my hat made of? Scientist  What are we?	How does my school change? (1 week – Winter)  Where is my school?	Who helps who? Historian  How does my school change? (1 week – Spring)	How do we move around? (4 weeks)  How could we play in different ways?  What grows near me?	How could we play in different ways?  How does my school change? (1 week – Summer)
<b>Lower KS2</b> <b>(Year 3 &amp; 4)</b> 2024-2025	Where does the darkness come from?	How can we find out about people in the past?	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force?  How do plants die?	How do plants die?  Why did people travel in the past?
<b>Lower KS2</b> <b>(Year 3 &amp; 4)</b> 2025-2026	What is the difference between noise and sound?	Why do we live here?	Where does our water come from?  What should we flush down the loo?	What should we flush down the loo?  What is creativity?	Why are more people becoming vegetarian?  Who stood here before us?	Who stood here before us?  How can we switch off?

<b>Upper KS2 (Year 5 &amp; 6) 2024-2025</b>	How are lives saved?	Who were the greater engineers? The Victorians or the Ancient Britains?	Linnaeus and Darwin – how are they connected?	Where does our food really come from?	Who is trading with whom?  Why are shadows important?	Why are shadows important?  How big is your footprint?
<b>Upper KS2 (Year 5 &amp; 6) 2025-2026</b>	What does the Earth look like from the solar system?	How can we show what we believe in?	Where is our twin?	What do forces actually do?  How can Science help the homeless?	How do we all live together?	How are you helping to save the planet?  What makes a good performance great?

<b>Swimming and water safety National Curriculum Aims:</b>  Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.  In particular, pupils should be taught to: <ul style="list-style-type: none"><li>swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>perform safe self-rescue in different water-based situations.</li></ul>	<b>KS1 National Curriculum Aims:</b>  Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils should be taught to: <ul style="list-style-type: none"><li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>participate in team games, developing simple tactics for attacking and defending</li><li>perform dances using simple movement patterns</li></ul>	<b>KS2 National Curriculum Aims:</b>  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils should be taught to: <ul style="list-style-type: none"><li>use running, jumping, throwing and catching in isolation and in combination</li><li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>perform dances using a range of movement patterns</li><li>take part in outdoor and adventurous activity challenges both individually and within a team</li><li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul>		
<b>By the End of EYFS</b>		<b>By the End of Year 2</b>	<b>By the End of Year 4</b>	<b>By the End of Year 6</b>
Health and Fitness		Physical Development:	Children will be able to:	Children will be able to:

	<p>Children will be able to (ELG):</p> <ul style="list-style-type: none"> <li>- negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- demonstrate strength, balance and coordination when playing.</li> <li>- move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and describe how the body feels during and after different physical activities.</li> <li>- explain what they need to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>- describe how the body reacts at different times and how this affects performance.</li> <li>- explain why exercise is good for your health.</li> </ul>	<ul style="list-style-type: none"> <li>- understand the importance of warming up and cooling down.</li> <li>- carry out warm-ups and cool-downs safely and effectively.</li> <li>- understand why exercise is good for health, fitness and wellbeing.</li> </ul>
<p><b>Dance</b></p> <p>Managing Self:</p> <p>Children will be able to (ELG):</p> <ul style="list-style-type: none"> <li>- be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p>Building Relationships:</p> <p>Children will be able to (ELG):</p> <ul style="list-style-type: none"> <li>- work and play cooperatively and take turns with others.</li> </ul> <p>Self-Regulation:</p> <p>Children will be able to (ELG):</p> <ul style="list-style-type: none"> <li>- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- perform body actions with control and coordination.</li> <li>- choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling.</li> <li>- link actions.</li> <li>- remember and repeat dance phrases. perform short dances, showing an understanding of expressive qualities.</li> <li>- describe the mood, feelings and expressive qualities of dance.</li> <li>- describe how dancing affects their body.</li> <li>- know why it is important to be active.</li> <li>- suggest ways they could improve their work</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- respond imaginatively to a range of stimuli related to character and narrative.</li> <li>- use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group.</li> <li>- refine, repeat and remember dance phrases and dances.</li> <li>- perform dances clearly and fluently.</li> <li>- show sensitivity to the dance idea and the accompaniment.</li> <li>- show a clear understanding of how to warm up and cool down safely.</li> <li>- describe, interpret and evaluate dance, using appropriate language.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances.</li> <li>- perform to an accompaniment expressively and sensitively.</li> <li>- perform dances fluently and with control.</li> <li>- warm up and cool down independently.</li> <li>- understand how dance helps to keep them healthy.</li> <li>- use appropriate criteria to evaluate and refine their own and others' work.</li> <li>- talk about dance with understanding, using appropriate language and terminology.</li> </ul>	
<p><b>Gymnastics</b></p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- plan and repeat simple sequences of actions.</li> <li>- show contrasts in shape.</li> <li>- perform the basic gymnastic actions with coordination, control and variety.</li> <li>- recognise and describe how they feel after exercise.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- perform actions, balances, body shapes and agilities with control.</li> <li>- plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- make up longer, more complex sequences, including changes of direction, level and speed; develop their own solutions to a task by choosing and applying a range of compositional principles.</li> </ul>	

	<p>involving several ideas or actions.</p>	<ul style="list-style-type: none"> <li>- describe what their bodies feel like during gymnastic activity.</li> <li>- describe what they and others have done</li> <li>- say why they think gymnastic actions are being performed well.</li> </ul>	<ul style="list-style-type: none"> <li>- adapt their own movements to include a partner in a sequence.</li> <li>- understand that strength and suppleness can be improved.</li> <li>- lead a partner through short warm-up routines.</li> <li>- recognise criteria that lead to improvement, e.g. changing a level.</li> <li>- watch, describe and suggest possible improvements to others' performances</li> <li>- suggest improvements to their own performance.</li> </ul>	<ul style="list-style-type: none"> <li>- combine and perform gymnastic actions, shapes and balances.</li> <li>- show clarity, fluency, accuracy and consistency in their movements.</li> <li>- in small groups, prepare a sequence to be performed to an audience.</li> <li>- understand the importance of warming up and cooling down.</li> <li>- say, in simple terms, why activity is good for their health, fitness and wellbeing</li> <li>- show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.</li> </ul>
Invasion Games		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- show awareness of opponents and teammates when playing games.</li> <li>- perform basic skills of rolling, striking and kicking with more confidence.</li> <li>- apply these skills in a variety of simple games.</li> <li>- make choices about appropriate targets, space and equipment.</li> <li>- use a variety of simple tactics.</li> <li>- describe how their bodies work and feel when playing games.</li> <li>- work well with a partner and in a small group to improve their skills.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- play games with some fluency and accuracy, using a range of throwing and catching techniques.</li> <li>- find ways of attacking successfully when using other skills.</li> <li>- use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.</li> <li>- know the rules of the games</li> <li>- understand that they need to defend as well as attack.</li> <li>- understand how strength, stamina and speed can be improved by playing invasion games.</li> <li>- lead a partner through short warm-up routines.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- use different techniques for passing, controlling, dribbling and shooting the ball in games.</li> <li>- apply basic principles of team play to keep possession of the ball.</li> <li>- use marking, tackling and/or interception to improve their defence.</li> <li>- play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending.</li> <li>- plan practices and warm ups to get ready for playing safely; recognise their own and others' strengths and weaknesses in games.</li> </ul>

			<ul style="list-style-type: none"> <li>- watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better.</li> </ul>	<ul style="list-style-type: none"> <li>- suggest ideas that will improve performance.</li> </ul>
Net and Wall Games		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- show awareness of opponents and teammates when playing games.</li> <li>- perform basic skills of rolling, striking and kicking with more confidence.</li> <li>- apply these skills in a variety of simple games.</li> <li>- make choices about appropriate targets, space and equipment.</li> <li>- use a variety of simple tactics.</li> <li>- describe how their bodies work and feel when playing games.</li> <li>- work well with a partner and in a small group to improve their skills.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- keep up a continuous game, using a range of throwing and catching skills and techniques</li> <li>- use a small range of basic racket skills</li> <li>- choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent</li> <li>- choose and use a range of simple tactics for defending their own court</li> <li>- adapt and refine rules</li> <li>- make up their own net games</li> <li>- understand the point of the game</li> <li>- keep rules effectively and fairly</li> <li>- recognise how net games make the body work</li> <li>- talk about what they do well and recognise things they could do better.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- use forehand, backhand and overhead shots increasingly well in the games they play</li> <li>- use the volley in games where it is important</li> <li>- use the skills they prefer with competence and consistency</li> <li>- understand the need for tactics</li> <li>- start to choose and use some tactics effectively</li> <li>- play cooperatively with a partner</li> <li>- apply rules consistently and fairly</li> <li>- identify appropriate exercises and activities for warming up</li> <li>- recognise how these games make their bodies work</li> <li>- pick out what they and others do well and suggest ideas for practices</li> </ul>
Striking and Fielding Games		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- show awareness of opponents and teammates when playing games.</li> <li>- perform basic skills of rolling, striking and kicking with more confidence.</li> <li>- apply these skills in a variety of simple games.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- use a range of skills, e.g. throwing, striking, intercepting and stopping a ball, with some control and accuracy.</li> <li>- choose and vary skills and tactics to suit the situation in a game.</li> <li>- carry out tactics successfully.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- strike a bowled ball.</li> <li>- use a range of fielding skills, e.g. catching, throwing, bowling, intercepting, with growing control and consistency.</li> <li>- work collaboratively in pairs, group activities and small-sided games.</li> </ul>

	<ul style="list-style-type: none"> <li>- make choices about appropriate targets, space and equipment.</li> <li>- use a variety of simple tactics.</li> <li>- describe how their bodies work and feel when playing games.</li> <li>- work well with a partner and in a small group to improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>- set up small games.</li> <li>- know rules and use them fairly to keep games going.</li> <li>- explain what they need to do to get ready to play games.</li> <li>- carry out warm ups with care and an awareness of what is happening to their bodies.</li> <li>- describe what they and others do that is successful.</li> <li>- suggest what needs practising.</li> </ul>	<ul style="list-style-type: none"> <li>- use and apply the basic rules consistently and fairly.</li> <li>- understand and implement a range of tactics in games.</li> <li>- recognise the activities and exercises that need including in a warm up.</li> <li>- identify their own strengths and suggest practices to help them improve.</li> </ul>
Multi-skills and Athletics	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- run at fast, medium and slow speeds, changing speed and direction.</li> <li>- link running and jumping activities with some fluency, control and consistency.</li> <li>- make up and repeat a short sequence of linked jumps.</li> <li>- take part in a relay activity, remembering when to run and what to do.</li> <li>- throw a variety of objects, changing their action for accuracy and distance.</li> <li>- recognise when their heart rate, temperature and breathing rate have changed.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand and demonstrate the difference between sprinting and running for sustained periods.</li> <li>- know and demonstrate a range of throwing techniques.</li> <li>- throw with some accuracy and power into a target area.</li> <li>- perform a range of jumps, showing consistent technique and sometimes using a short run-up</li> <li>- play different roles in small groups.</li> <li>- relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.</li> <li>- compare and contrast performances using appropriate language.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- choose the best pace for a running event, so that they can sustain their running and improve on a personal target.</li> <li>- show control at take-off in jumping activities.</li> <li>- show accuracy and good technique when throwing for distance.</li> <li>- organise and manage an athletic event well.</li> <li>- understand how stamina and power help people to perform well in different athletic activities.</li> <li>- identify good athletic performance and explain why it is good, using agreed criteria.</li> </ul>
Outdoor and Adventurous		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- identify where they are by using simple plans and</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- choose and perform skills and strategies effectively</li> </ul>

		<ul style="list-style-type: none"> <li>- diagrams of familiar environments.</li> <li>- use simple plans and diagrams to help them follow a short trail and go from one place to another.</li> <li>- respond to a challenge or problem they are set.</li> <li>- begin to work and behave safely.</li> <li>- work increasingly cooperatively with others, discussing how to follow trails and solve problems.</li> <li>- recognise that different tasks make their body work in different ways.</li> <li>- comment on how they went about tackling tasks.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- find solutions to problems and challenges</li> <li>- plan, implement and refine the strategies they use</li> <li>- adapt the strategies as necessary</li> <li>- work increasingly well in a group or in a team where roles and responsibilities are understood</li> <li>- prepare physically and organisationally for challenges they are set, taking into account the group's safety</li> <li>- identify what they do well, as individuals and as a group</li> <li>- suggest ways to improve.</li> </ul>
Swimming and water safety		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves.</li> <li>- use one basic method to swim the distance, making sure that they breathe.</li> <li>- using floats, swim over longer distances and periods of time with a more controlled leg kick.</li> <li>- join in all swimming activities confidently.</li> <li>- explore freely how to move in and under water.</li> <li>- recognise how the water affects their temperature.</li> <li>- recognise how their swimming affects their breathing.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.</li> <li>- use three different strokes, swimming on their front and back.</li> <li>- control their breathing; swim confidently and fluently on the surface and under water.</li> <li>- work well in groups to solve specific problems and challenges, sharing out the work fairly.</li> <li>- recognise how swimming affects their body, and pace their efforts to meet different challenges.</li> <li>- suggest activities and practices to help improve their own performance</li> </ul>

			<ul style="list-style-type: none"><li>- identify and describe the differences between different leg and arm actions.</li></ul>	
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