



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be ‘A Christian School in a small community, making a big difference.’ This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

Subject			Relevant Curriculum Statements	Related Vocabulary
P.E. – STRIKING AND FIELDING	EYFS	‘Shows increasing control over an object in pushing, patting, throwing, catching or kicking’	Throw (T1) Catch (T1) Stop (T1)	
	KS1	‘Master basic movements including running, throwing and catching, as well as developing, agility and co-ordination, and begin to apply these in a range of activities.’	Position (T1) Co-ordination (T2) Method (T2)	
	KS2	Play competitive games, modified where appropriate [for example, badminton, cricket, rounders and tennis], and apply basic principles.’	Technique (T2) Agility (T3) Modification (T3)	
SCHOOL AIMS		BRITISH VALUES		
<p>Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’.</p> <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility ✓ Resilience 		<ul style="list-style-type: none"> ✓ Democracy. ✓ The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs 		
CULTURAL CAPITAL				
<p>Children will learn a variety of skills. They will be able to understand the mutual respect needed to compete in a sporting competition. This will be evident through the way they conduct themselves when they compete. They will be tolerant of the different faiths and beliefs that contribute to team competitions locally, nationally and internationally. The children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sports.</p>				
IMPLEMENTATION AND SEQUENCING				
What will be made, produced, performed, or published?				
<p>The children will demonstrate what they have learned to their peers. They will also use their knowledge attained from PE lessons in sporting activities, such as: Sports Day and inter school competitions.</p>				
What sequence of activity and pedagogy will be undertaken?				
<p>EYFS: Children will participate in very simple group games developing very simple tactics for striking and fielding. Year 1: Children will participate in simple team games developing simple tactics for striking and fielding. Year 2: Children will participate in a wide variety of team games further developing tactics for striking and fielding. Year 3: Children will participate in competition games, applying some basic principles suitable for striking and fielding. Year 4: Children will participate in a wide variety of competitive games, applying and practising basic principles suitable for striking and fielding. Year 5: Children will participate in a wide variety of competitive games, applying principles suitable for striking and fielding with increasing confidence. Year 6: Children will participate in a wide variety of competitive games, striking and fielding with confidence and using appropriate technique with some modification. Mastery: Children will participate in a wide variety of competitive games, striking and fielding confidently, using more complex techniques with appropriate modification when needed.</p>				
IMPACT				
What knowledge will the children have embedded?				
<p>Children will know how to confidently and consistently use a range of methods such as: striking, fielding, throwing and catching, in order to participate in a game. They will be able to use co-ordination and awareness in striking, fielding, throwing and catching to gain and maintain control of a game. They will know the correct sporting vocabulary depending on the activity.</p>				
What retention may be demonstrated?				
<p><i>Here are some example questions that may be used to assess children’s understanding.</i></p> <p>EYFS: What is a sensible and safe way to hold a bat and throw a ball? KS1: Can you throw a ball in the correct direction? What is the best way to hold a bat or racket in order to make a strike? KS2: Why is fielding an important aspect of a competitive competition? How would you modify your game in order to gain points?</p>				