

 Ark John Archer Primary Academy *Sports, Health & Fitness*



Sports, Health and Fitness: Rationale

The Ark John Archer Sports, Health and Fitness Curriculum aims to inspire pupils to engage in physical activity with both enthusiasm and discipline, while imparting the knowledge and information required to make suitable choices for living a healthy and prosperous life. The curriculum draws together the three domains, which are taught as individual lessons, to demonstrate how each contributes to, and relies upon, the other in developing a healthy lifestyle. Explicit links and connections are made for pupils, giving greater context and forming greater cohesion for pupils. For example, pupils learn about how their joints and muscles work in Health lessons at the same time as participating in vigorous aerobic workouts in Fitness lessons.

The **Sports Curriculum** builds from the early development of gross motor skills and basic movements, before providing pupils with the opportunity to develop and refine skills towards application through competition – both within team games and against their own personal goals and accomplishments. Planned activities are progressively more challenging and develop increased skill, co-ordination and ability across year groups. Through high-quality Sports education, pupils are inspired to succeed and excel in competitive sport and other physically demanding activities. They are provided the opportunity to explore a range of different sports and disciplines and, through this, begin to identify their own strengths and preferences both within team situations and individual disciplines. They learn to work alongside others and cooperate within a team, developing strategies and skills that can be applied towards achieving success within team games. Opportunities to compete in sport and other activities are seized and valued, as they are influential in building character and embedding values such as fairness and respect.

The **Health Curriculum** provides pupils with the knowledge required to reflect on their lifestyle choices, and make suitable adaptations and decisions in order to lead sustainably healthy and active lives, both now and in the future. The curriculum has been designed to build on three core areas: healthy body, healthy mind, and healthy lifestyles. Pupils learn about the anatomy and functions of the body, discovering how each part works and what is required to keep this working healthily. Pupils are taught the importance of maintaining a healthy mind, discovering ways to keep themselves well and happy. They learn the importance of developing a healthy lifestyle, including healthy diets, routines and hygiene.

The **Fitness Curriculum** is developed to ensure pupils receive regular opportunities to engage in exercise, teaching different methods to increase fitness levels through activities such as aerobics, gymnastics, boxercise and bootcamp. Lessons are designed to raise the heart rate and improve overall fitness, stamina and flexibility, with levels of fitness reviewed to encourage further participation and application outside of the school setting. Through *flexibility* exercises, pupils become more able to stretch and move their bodies in a full range of motion, helping to maintain limber physiques throughout life. *Strength* exercises help children build healthy muscles, with work-outs focussed on non-resistance training and developing *stamina* through exercises such as lunges, dips, press-ups and sit ups. *Aerobic* exercises provide the opportunity for cardiovascular training, keeping pupils' hearts and lungs functioning healthily. Through *circuit training*, pupils apply their strength and stamina to develop greater levels of fitness.

The curriculum aims to combat recent NHS reports (December 2018) stating that more than 1 in every 5 children aged 5 years old in the UK is overweight or obese. A figure that increases further throughout a pupil's time in primary school to a shocking 1 in every 3 pupils by the time they reach 11 years old. Our aim is for every pupil at Ark John Archer to leave school both informed and inspired to make sustainably healthy lifestyle choices for their futures, with the skills to manage their own emotional and physical well-being.



Sports, Health and Fitness: Our Aims

- *Inspire*: an exciting curriculum designed to engage pupils in a wide variety of regular physical activity.
- *Educate*: children and families are given the knowledge and information they need to make healthy choices and to live well balanced lives.
- *Measure*: pupils are provided the opportunity to track their own health and fitness, setting individual goals to improve their own personal fitness levels.
- *Inform*: parents and pupils are aware of their levels of health and fitness.
- *Support*: offering a variety of enrichment opportunities, workshops and master-classes for children and families, building a healthy, happy community of learners.

Sports, Health and Fitness: Our Approach

- *Sports coach*: a dedicated teacher appointed to deliver an inspiring Sports, Health and Fitness Curriculum, providing pupils with a role-model for developing their own healthy approach.
- *Teaching sequence*: Sports, Health and Fitness lessons are taught in conjunction with one another to support pupils in making the required connections.
- *Enrichment*: a carefully planned schedule of school-funded sports enrichment (see Enrichment section), providing pupils with the opportunity to develop skills in specific disciplines, represent the school in the wider community and develop a sense of pride in their own and team achievements. The school currently focuses on two key sports that reflect the interests and skills of our cohort: Football and Athletics. Pupils are inspired through opportunities to participate in external events and competitions, and are required to commit through training and dedication to their chosen sport.
- *Parents as partners*: Parents are given opportunities to engage in workshops that support the promotion of positive mental and physical well –being.
- *Motor-skills interventions*: where pupils are assessed to require further support in developing motor skills, our Sports coach leads group and 1:1 interventions to target their areas of development – pupils work through a planned progression of skills as directed by the SEND and Inclusion Lead, and are assessed at regular intervals to monitor progress.
- *Vocabulary is knowledge*: as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each lesson to enrich their learning. Teachers provide pupils with the opportunity to orally rehearse, apply in different contexts and construct sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.

Assessment:

- Pupils are assessed regularly within Sports lessons, with real-time feedback provided to further develop skills and target key areas of development.
- Pupils are provided with regular opportunities to assess their fitness levels and evaluate their performance, setting their own targets to increase endurance and improve overall fitness. Assessments are recorded and tracked by the teacher.
- Plenaries provide pupils with the opportunity to reflect on their learning from each lesson. They reflect on the developments they have made in acquiring key skills, knowledge and understanding and identify their next steps.

Sports, Health and Fitness: Sports Knowledge and Skills Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	<p>Throwing and Catching</p> <ul style="list-style-type: none"> 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. Participate in team games, developing simple tactics for attacking and defending. <p>Multi-skills</p> <ul style="list-style-type: none"> To explore static balancing and understand the concept of bases. To combine several co-ordination drills using upper and lower body movements. To put into practice ABC (agility, balance and coordination) in the form of circuit stations. To travel in different directions (side to side, up and down) with control and fluency. <p>SPORTS INCLUDE: Basketball, handball, netball</p>			<p>Invasion Games</p> <ul style="list-style-type: none"> To practise a range of passing skills. To identify and use space in game play. To use a variety of tactics to keep the ball. To identify and apply ways to get the ball towards their opponents' goal. To apply techniques to mark and defend their goal(s). To apply skills fluently and effectively in games. <p>Nimble Nets</p> <ul style="list-style-type: none"> To identify and apply techniques to hit the ball/shuttlecock purposefully. To identify and use the spaces in their opponent's court. To apply techniques to hit the ball reasonably well towards their opponent's court or target area. To practice techniques for an effective backswing. To apply techniques to play shots on both sides of the body and above the head. To evaluate and adapt their play to suit their own and others' strengths. 		
Athletics	<p>Active Athletics</p> <ul style="list-style-type: none"> To use take-off and landing techniques when jumping To jump in a variety of ways 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 To know how to use running techniques for short distance running To use varying speeds when running 			<p>Young Olympians</p> <ul style="list-style-type: none"> To select and maintain running pace for different distances. To practise throwing with power and accuracy. To perform a range of jumps with control and consistency. To identify and apply the principles of relay running. To develop the consistency of their actions in a number of events. To evaluate my own and others' athletic performance. 		
Dance and movement	<p>Dance</p> <ul style="list-style-type: none"> To identify and practise the patterns and actions in a dance style. Practise steps in a dance style to build confidence in presenting independently To recall previously learned swing dance steps and add additional steps to create a routine To perform previously learned swing dance steps with accuracy to music To create partner swing dance routines using previously learned steps Improvise dance routines using simple movement patterns from memory 			<p>Dynamic Dance</p> <ul style="list-style-type: none"> To identify and practice the patterns and actions in a dance style. To demonstrate an awareness of the music's rhythm and phrasing when improvising. To create an individual dance reflective of the dance style. To create partner dances reflective of the dance style. To create group dances reflective of the dance style. To perform and evaluate their own and others' work. 		

Sports, Health and Fitness: Health Knowledge Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy Body	Body Parts and their Functions <ul style="list-style-type: none"> To name, describe and compare parts of the body that we can see. (external parts) To describe the structure and function of the skeleton. To identify the location and function of muscles. To recognise that the brain is an organ and what its function is. To recognise that the heart and lungs are organs and what their functions are. To recognise organs involved in the digestive system and what their functions are. 			Blood and Guts <ul style="list-style-type: none"> To explain what the main function of blood vessels are in the body To identify the main functions of the circulatory system To explain the function of blood and what it is made of To identify the main parts and purpose of the respiratory system To explain how exercise affects our bodies To identify how our bodies change when growing from birth to old age 		
	Body Protectors and body changes <ul style="list-style-type: none"> To recognise that our bodies are designed to protect us. To identify how our senses are used for protection. To describe how our senses are used for protection. To describe how different parts of our bodies are involved in healing processes. To identify how our bodies change over time. 			Inside Out <ul style="list-style-type: none"> To identify how the human skeleton supports, protects and moves the body. To identify how muscles, help to support, protect and move the human body. To identify the main features of human teeth To identify the major organs and their functions To explain how we can maintain digestive health 		
Healthy Mind	Healthy Mind, Emotions and Goals. <ul style="list-style-type: none"> To recognise and identify a variety of emotions. To consider emotions in specific situations. To explain how 'I' could deal with their emotions. To practice setting a goal for 'myself' To identify how to work towards a goal that I have set for myself. To assess whether I have achieved my goal that I set for myself. 			Going for Goals <ul style="list-style-type: none"> To explain strategies to use to deal with stress To explain strategies to deal with challenges and look for help To recognise the importance of our mental health. To set personal goals To learn strategies to manage my emotions 		
	Relationships with others <ul style="list-style-type: none"> To examine positive relationships with my friends. To recognise when relationships with friends can cause negative feelings. To consider my relationships with my family, parents/carers. To discuss the meaning of fair and unfair in different situations. To explain my opinion and to listen to others. 					
Healthy Lifestyle	Hygiene, medicine and exercise <ul style="list-style-type: none"> To explain how to be hygienic and prevent the spread of harmful germs. To explain how to look after my teeth and why it is important. To recognise the symptoms of illness and how medicine can be used as treatment. To understand the potential dangers of medicine To know how exercise helps me physically To know how exercise helps me mentally 			Germ Busters <ul style="list-style-type: none"> To explain the importance of personal hygiene and ways to keep my body clean To define the different types of microorganisms and what they do To recognise signs of ill health and recall strategies to help yourself get better To identify the dangers of different substances including: household/illegal/legal/smoking/alcohol To define what we mean by living standards and the importance of living in a clean, warm environment To identify the dangers of sunlight and recall strategies for how to protect our skin 		
	Diet and Vitamins <ul style="list-style-type: none"> To explain why food is an important part of our lives To recognise that we need to eat a variety and balance of food to stay healthy To identify that different portions of food provide different amounts of energy To explore the importance of vitamins in staying healthy To identify which vitamins are in different types of foods To consider alternative ways of absorbing vitamins 			You are what you eat <ul style="list-style-type: none"> To identify the importance of a healthy diet To explain why vitamins and minerals are essential for our bodies To identify how what we eat can affect the health of our hearts To explain the health benefits of exercise To recognise the health implications of sleep To make responsible choices and prioritise your time 		

Sports, Health and Fitness: *Fitness Knowledge and Skills Progression Map*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Flexibility exercise	<p>Cool Core</p> <ul style="list-style-type: none"> To identify techniques to improve balance. To apply balance techniques when practicing different cool core moves. To develop balance techniques when performing cool core moves. To sustain balance and concentration when performing a variety of cool core moves. To create a cool core move using balance techniques. To compare and develop cool core moves using balance techniques. <p>Gymnastics</p> <ul style="list-style-type: none"> To identify techniques to improve balance. To practice a range of gymnastic skills through a series of circuits To perform a range of gymnastic skills with increased accuracy. To perform a sequence of gymnastic moves within a circuit. To perform a sequence of moves at each station within a circuit with increased accuracy. To evaluate my performance of gymnastic moves within a circuit. 			<p>Cool core</p> <ul style="list-style-type: none"> To identify techniques to improve balance. To apply balance techniques when practicing different cool core moves. To develop balance techniques when performing cool core moves. To sustain balance and concentration when performing a variety of cool core moves. To create a cool core move using balance techniques. To compare and develop cool core moves using balance techniques. <p>Gymnastics</p> <ul style="list-style-type: none"> To identify techniques to improve balance. To practice a range of gymnastic skills through a series of circuits To perform a range of gymnastic skills with increased accuracy. To perform a sequence of gymnastic moves within a circuit. To perform a sequence of moves at each station within a circuit with increased accuracy. To evaluate my performance of gymnastic moves within a circuit. 		
Strength and stamina	<p>Boxercise</p> <ul style="list-style-type: none"> To apply a sequence of boxercise movements in time with music Develop balance, agility and coordination. Perform routines using simple movement patterns. 			<p>Boxercise</p> <ul style="list-style-type: none"> To apply a sequence of boxercise movements in time with music To practice and apply a sequence of boxercise movements in time with music. To perform a sequence of boxercise movements over a sustained period of time. To create a sequence of boxercise movements in time with the music. To perform a sequence of boxercise movements with increased accuracy. To evaluate a sequence of boxercise movements in time with the music. 		
Aerobic exercise	<p>Step to the beat</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice a series of steps moves within a sequence. To practice and apply a sequence of step moves to the beat of the music. Master basic movements, as well as developing balance, agility and co-ordination. Perform dances using simple movement patterns <p>Mighty Movers</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice aerobic movements in a sequence. To practice and apply a sequence of aerobic moves to the beat of the music. To perform a sequence of aerobic moves with increased accuracy. 			<p>Step to the beat</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice a series of steps moves within a sequence. To practice and apply a sequence of step moves to the beat of the music. Master basic movements, as well as developing balance, agility and co-ordination. Perform dances using simple movement patterns <p>Mighty Movers</p> <ul style="list-style-type: none"> To identify current fitness levels. To practice aerobic movements in a sequence. To practice and apply a sequence of aerobic moves to the beat of the music. To perform a sequence of aerobic moves with increased accuracy. 		
Circuit training	<p>Bootcamp</p> <ul style="list-style-type: none"> To identify my current fitness levels. To complete a circuit using a variety of skills. To complete the circuit with increased accuracy. To increase endurance during circuit training. 			<p>Bootcamp V2.</p> <ul style="list-style-type: none"> To identify my current fitness levels. To complete a circuit using a variety of skills. To complete the circuit with increased accuracy. To increase endurance during circuit training. 		