

BEING AN ATHLETE AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school ‘*Respect, Responsibility, Love, Trust and Forgiveness*’, which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.

At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of ‘key questions’ which build up children’s knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children’s development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children’s books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.



Being an Athlete at The Weald

Intent: Our Vision

Physical Education at The Weald 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

The Weald 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, one using our vast outdoor space and the other within the sports hall. We achieve inclusivity though 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, dance and swimming. Swimming is taught in the phase of year 3/4, with children who have not yet reached national curriculum standard being required to attend a 'top up' swimming course.

Enhancing experiences

- The Weald offer a wide variety of extra-curricular clubs, whether they be delivered by school staff or external providers. Clubs are open to all children within the designated age range to ensure all pupils receive the best experience.
- The school participates in competitions, fixtures and festivals run by both Dorking School Sports Partnership and Active Surrey. Children have been successful within these competitions and their achievements have been celebrated within assemblies.
- Children have access to a variety of equipment at break and lunchtimes. They can use this equipment to practice their skills and use their imagination to create games of their own. This increases their understanding of rules and values within sport.
- A variety of interschool competitions are run to ensure all have access to competitive sport, should they choose it. They are rewarded for achievement as well as improvement and demonstration of values.
- Teacher use active brain breaks within lessons to ensure children maintain engagement through short bursts of activity.

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 The Weald 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
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)	Indoor Athletics (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 1-6 (Separate Yr1 and Yr2 Planning)	Tennis (5 wks) (Yr2 Planning for both)	Gymnastics 7-12 (Separate Yr1 and Yr2 Planning)	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)	Indoor Athletics (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
Invasion Games	Net/Wall Games	Striking & Fielding Games	OAA – Currently through residential trips.

Our Enquiry Curriculum Overview 2024-2026 – The Dance topics will link with what is being taught in enquiry at that time.

2024-2026: The Weald C of E Primary School WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower KS2 (Year 3 & 4) 2024-2025	Where does the darkness come from?	How can we find out about people in the past?	What is 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?
Lower KS2 (Year 3 & 4) 2025-2026	What is sound?	Why do we live here?	Where does our water come from? What should you flush down the loo?	What should you flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who has stood here before us?	Who has stood here before us? How can we switch off?
Upper KS2 (Year 5 & 6) 2024-2025	How are lives saved?	Who were the greater engineers? The Victorians or Ancient Britons?	Linnaeus and Darwin: what connects them?	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?
Upper KS2 (Year 5 & 6) 2025-2026	What does the Earth look like from the solar system?	How can you show what you believe in?	Where is our twin?	What do forces actually do? How can Science help the vulnerable?	How do we all live together?	How are you helping to save our planet? What makes a good performance great?



Progression of Skills: Physical Education			
<p>Swimming and water safety National Curriculum Aims: 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:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<p>KS1 National Curriculum Aims: 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:</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 perform dances using simple movement patterns 	<p>KS2 National Curriculum Aims: 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:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	
Health and Fitness	<p>By the End of Year 2 Children will be able to:</p> <ul style="list-style-type: none"> recognise and describe how the body feels during and after different physical activities. explain what they need to stay healthy. 	<p>By the End of Year 4 Children will be able to:</p> <ul style="list-style-type: none"> describe how the body reacts at different times and how this affects performance. explain why exercise is good for your health. 	<p>By the End of Year 6 Children will be able to:</p> <ul style="list-style-type: none"> understand the importance of warming up and cooling down. carry out warm-ups and cool-downs safely and effectively. understand why exercise is good for health, fitness and wellbeing.
Dance	<p>Children will be able to:</p> <ul style="list-style-type: none"> perform body actions with control and coordination. choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling. link actions. remember and repeat dance phrases. perform short dances, showing an understanding of expressive qualities. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> respond imaginatively to a range of stimuli related to character and narrative. use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group. refine, repeat and remember dance phrases and dances. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances. perform to an accompaniment expressively and sensitively. perform dances fluently and with control. warm up and cool down independently.



	<ul style="list-style-type: none"> - describe the mood, feelings and expressive qualities of dance. - describe how dancing affects their body. - know why it is important to be active. - suggest ways they could improve their work 	<ul style="list-style-type: none"> - perform dances clearly and fluently. - show sensitivity to the dance idea and the accompaniment. - show a clear understanding of how to warm up and cool down safely. - describe, interpret and evaluate dance, using appropriate language. 	<ul style="list-style-type: none"> - understand how dance helps to keep them healthy. - use appropriate criteria to evaluate and refine their own and others' work. - talk about dance with understanding, using appropriate language and terminology.
Gymnastics	<p>Children will be able to:</p> <ul style="list-style-type: none"> - plan and repeat simple sequences of actions. - show contrasts in shape. - perform the basic gymnastic actions with coordination, control and variety. - recognise and describe how they feel after exercise. - describe what their bodies feel like during gymnastic activity. - describe what they and others have done - say why they think gymnastic actions are being performed well. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - perform actions, balances, body shapes and agilities with control. - plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. - adapt their own movements to include a partner in a sequence. - understand that strength and suppleness can be improved. - lead a partner through short warm-up routines. - recognise criteria that lead to improvement, e.g. changing a level. - watch, describe and suggest possible improvements to others' performances - suggest improvements to their own performance. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - 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. - combine and perform gymnastic actions, shapes and balances. - show clarity, fluency, accuracy and consistency in their movements. - in small groups, prepare a sequence to be performed to an audience. - understand the importance of warming up and cooling down. - say, in simple terms, why activity is good for their health, fitness and wellbeing - show an awareness of factors influencing the quality of a performance and suggest aspects that need improving.
Invasion Games	<p>Children will be able to:</p> <ul style="list-style-type: none"> - show awareness of opponents and teammates when playing games. - perform basic skills of rolling, striking and kicking with more confidence. - apply these skills in a variety of simple games. - make choices about appropriate targets, space and equipment. - use a variety of simple tactics. - describe how their bodies work and feel when playing games. - work well with a partner and in a small group to improve their skills. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - play games with some fluency and accuracy, using a range of throwing and catching techniques. - find ways of attacking successfully when using other skills. - use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. - know the rules of the games - understand that they need to defend as well as attack. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> - use different techniques for passing, controlling, dribbling and shooting the ball in games. - apply basic principles of team play to keep possession of the ball. - use marking, tackling and/or interception to improve their defence. - play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending. - plan practices and warm ups to get ready for playing safely; recognise their own and



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



		<ul style="list-style-type: none">- carry out warm ups with care and an awareness of what is happening to their bodies.- describe what they and others do that is successful.- suggest what needs practising.	<ul style="list-style-type: none">- identify their own strengths and suggest practices to help them improve.
Multi-skills and Athletics	<p>Children will be able to:</p> <ul style="list-style-type: none">- run at fast, medium and slow speeds, changing speed and direction.- link running and jumping activities with some fluency, control and consistency.- make up and repeat a short sequence of linked jumps.- take part in a relay activity, remembering when to run and what to do.- throw a variety of objects, changing their action for accuracy and distance.- recognise when their heart rate, temperature and breathing rate have changed.	<p>Children will be able to:</p> <ul style="list-style-type: none">- understand and demonstrate the difference between sprinting and running for sustained periods.- know and demonstrate a range of throwing techniques.- throw with some accuracy and power into a target area.- perform a range of jumps, showing consistent technique and sometimes using a short run-up- play different roles in small groups.- relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up.- compare and contrast performances using appropriate language.	<p>Children will be able to:</p> <ul style="list-style-type: none">- choose the best pace for a running event, so that they can sustain their running and improve on a personal target.- show control at take-off in jumping activities.- show accuracy and good technique when throwing for distance.- organise and manage an athletic event well.- understand how stamina and power help people to perform well in different athletic activities.- identify good athletic performance and explain why it is good, using agreed criteria.
Outdoor and Adventurous		<p>Children will be able to:</p> <ul style="list-style-type: none">- identify where they are by using simple plans and diagrams of familiar environments.- use simple plans and diagrams to help them follow a short trail and go from one place to another.- respond to a challenge or problem they are set.- begin to work and behave safely.- work increasingly cooperatively with others, discussing how to follow trails and solve problems.- recognise that different tasks make their body work in different ways.- comment on how they went about tackling tasks.-	<p>Children will be able to:</p> <ul style="list-style-type: none">- choose and perform skills and strategies effectively- find solutions to problems and challenges- plan, implement and refine the strategies they use- adapt the strategies as necessary- work increasingly well in a group or in a team where roles and responsibilities are understood- prepare physically and organisationally for challenges they are set, taking into account the group's safety- identify what they do well, as individuals and as a group- suggest ways to improve.



Swimming and water safety

Children will be able to:

- swim between 10 and 20 metres unaided in shallow water, using their arms and legs to propel themselves.
- use one basic method to swim the distance, making sure that they breathe.
- using floats, swim over longer distances and periods of time with a more controlled leg kick.
- join in all swimming activities confidently.
- explore freely how to move in and under water.
- recognise how the water affects their temperature.
- recognise how their swimming affects their breathing.
- identify and describe the differences between different leg and arm actions.

Children will be able to:

- swim between 50 and 100 metres and keep swimming for 45 to 90 seconds.
- use three different strokes, swimming on their front and back.
- control their breathing; swim confidently and fluently on the surface and under water.
- work well in groups to solve specific problems and challenges, sharing out the work fairly.
- recognise how swimming affects their body, and pace their efforts to meet different challenges.
- suggest activities and practices to help improve their own performance