

St Peter's VC Academy

Physical Education Curriculum



ST PETER'S
VC ACADEMY

Intent

Physical Education and sport play an important role within the curriculum at St Peter's RC Primary School. This subject is one of the key areas that helps us to fulfil St Peter's mission of encouraging pupils to 'strive for excellence'. Our extensive PE and school sport curriculum provides opportunities for pupils to become physically confident in a way which supports their mental and physical well-being. Pupils of all physical abilities have the opportunity to take part in a wide range of activities, which helps them to develop their physical skills, build their characters and resilience, whilst also embedding values such as fairness and respect.

Our PE curriculum intends for **all** children to:

- Develop competencies to excel in a broad range of physical activities
- Learn and develop a variety of sport-specific skills
- Be physically active for sustained periods of time
- Engage in competitive sports and learn the values of teamwork, resilience and how to cope with failure and success
- Analyse, reflect and improve upon performance
- Understand their bodies and how they adapt during physical exercise
- Lead healthy, active lives

At the end of Foundation at St Peter's

In EYFS, the focus is on developing fundamental movement skills (FMS) - more specifically children's balance, movement, throwing, catching, rolling, dribbling and striking.

Pupils will be taught to:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Develop their core strength, stability, balance, spatial awareness, coordination and agility

At the end of EYFS, we expect all children to have developed their

At the end of KS1 at St Peter's

We continue to work with children on developing their FMS and start to gradually introduce children to a greater variety of sports. FMS continues to be progressed and assessed through age-related expectations and children begin to slowly sequence the learning of their FMS into fundamental sport skills (FSS) as they learn different sports and have experienced a broader range of physical activities/ games. Children are set group and personal challenges to motivate and stretch them within their learning.

Pupils will be taught to:

- Improve basic movements including running, jumping, throwing and catching
- Develop their balance, agility and coordination

At the end of KS2 at St Peter's

During Key Stage 2, our curriculum focuses on a broad range of sports and activities. The main focus in this stage is on developing children's fundamental sport skills (FSS) whilst still enabling children to grow holistically. In KS2, we attempt to provide lots of opportunities for children to attend extracurricular sport activities and clubs with the aim to provide a pathway for them to join local teams.

Pupils will be taught to:

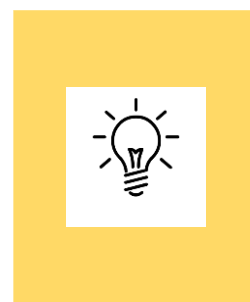
- Master basic movements including running, jumping, throwing and catching
- Improve balance, agility and co-ordination, and begin to apply these to a range of activities and sports

<p>fundamental movement skills (FMS) and be ready to improve upon these in KS1 and 2 with the plan to transfer these skills into a simple sporting setting.</p>	<ul style="list-style-type: none"> ● Begin to apply these skills to a range of activities and participate in some team games ● Develop some basic tactics for attacking and defending ● Perform dances/ gymnastic routines using simple movement patterns <p>Our vision at the end of KS1 is that all children have managed to underpin the basic FMS to allow them to move into KS2 feeling confident in their ability to participate, actively learn and compete in a variety of sports.</p>	<ul style="list-style-type: none"> ● Participate in competitive team games and develop tactics for attacking and defending ● Perform dances/ gymnastic routines using more advanced movement patterns ● Take part in outdoor and adventurous activity challenges both individually and within a team ● Reflect upon and analyse their performances with the goal to demonstrate improvement. <p>Our vision at the end of KS2 is that all children have mastered basic movement patterns and have developed their FSS so that they can transfer these skills across a range of sports and physical activities. We intend for children to be able to critically analyse their own performance in order to improve their future performance.</p>
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Implementation

School Beliefs

“We want all pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport” (Sport England)



- 1) All pupils can succeed and achieve in physical education
- 2) Children learn best when improving upon previous learning in small, manageable steps
- 3) A holistic approach is fundamental in developing children’s skills and knowledge
- 4) Developing knowledge of physical education will lead to a healthy and active lifestyle
- 5) Children need opportunities to explore and apply learnt skills to a variety of sports, games, and activities

Content, Sequencing and Retrieval

PE units are taught in a chronological order. The lessons are supported through the Scheme of Work (Get Set 4 PE). The Long-term plan ensures that pre-requisite knowledge and skills are considered and linked to their new learning. Opportunities to revisit and retrieve prior learning are integrated into the scheme of work



Support, Inclusion and Progress for All

- Teachers are encouraged to use PE as an opportunity to develop the whole child: physically, socially, and emotionally. This holistic approach reinforces our school values and ethos.
- Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units
- Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of St Peter's teaching and learning opportunities
- Some children have specific support and guidance taken from their EHCP and SEND provision map
- Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels

Pedagogy: How the Curriculum is Taught

At St Peter's, the teaching of PE is underpinned by methodical, coherent, curriculum design (GetSet4PE) and supported by carefully crafted lessons and resources to ensure children are successful and make sufficient progress in their lessons. The scheme 'GetSet4PE' helps support our children to develop the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. This unique, child centred approach transforms how we teach PE to include challenge and support for every child. 'GetSet4PE' is fully aligned to the National Curriculum requirements and focuses on the development of agility, balance and coordination, healthy competition, and cooperative learning.

Within our PE curriculum there are four main elements:

- **Basic Skill** – mastery and achievement of the critical elements of the skill according to the age and developmental level of the students.
- **Combinations** – once the basic skills and critical elements are mastered, other skills and movement concepts can be added.
- **Skill in Contexts** – The pupils use the skills, movements, and combinations are performed in a variety of contexts.
- **Disciplinary Activity** – As skills and concepts progress through phases 1, 2, and 3, the application of the skill occurs in different content areas within games, sports, gymnastics, and dance.

In addition, we employ and carefully utilise specialist coaches to support the delivery of the PE and Sport curriculum at St Peter's. Fully qualified coaches are used across key stages to deliver expert lessons, which contain specialist modelling and feedback, to ensure all children make outstanding progress and excel in PE. These specialist coaches also provide children with a broad range of sporting experiences and physical activities, which

we strongly believe helps to encourage our pupils to live active, healthy lives and take part in the various sports clubs we offer at school.

Impact

Assessment

We use a varied approach to assessment within PE:

- Specialist coaches create reports based on children's performance in relation to the NC objectives
- Retrieval practice takes place verbally at the beginning of every lesson to recap prior learning
- Assessment for learning is used within each lesson through the skilful use of questioning and live feedback with demonstrations/ modelling
- Following a unit of work, children are assessed against the assessment criteria.
- Assessment in PE is reported to parents as part of the End of Year school reports.
- Assessment data for PE is shared with the Academy Trust for comparative purposes.
- Data is analysed and used as a basis for an action plan

Cultural Capital

Enrichment and extracurricular sporting events are an essential part of the St Peter's PE Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within PE:

- Morning, lunchtime and after-school sports clubs
- External specialist coaches to support the delivery of our PE programme
- Scarborough Schools Sports Partnership and Church Diocese inter-school sports competitions
- Healthy living week and Sports Day
- Inspirational visits from elite sports men and women
- Charity fundraisers sporting events such as, 'Beat the Goalie' at the Easter Fair
- Beach School
- Year 6 residential to Robin Wood (outdoor sports/games specialists)
- School trips to Danby Moors Centre
- Swimming lessons at Everyone Active

Career Professional Development

We attempt to develop strong subject knowledge amongst all staff through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and PE pedagogy. All staff benefit from implementing the high-quality planning resources provided by the 'Get Set 4 PE' scheme of work. In addition, staff are observe the external coaching specialist deliver sessions to their class.

Here is a summary of the CPD activities bespoke to

PE:

- 'GetSet4PE' staff training
- Skill specific videos to support teachers ('GetSet4PE')
- Opportunities to team teach or observe specialist coaches in PE
- Twilight PE CPD delivered by PE coordinator or external specialist coach
- Sharing knowledge from trust wide meetings

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Introduction to PE : Unit 1	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Games : Unit 1	Ball Skills : Unit 1 Intro2Health & Fitness - HH
Year 1	Team Building Invasion Games Principles- HH	Yoga Ball Skills-HH	Gymnastics Fundamental KS1- HH	Dance Athletics KS1- HH	Fitness Net and Wall KS1- HH	Target Games Striking and fielding KS1- HH
Year 2	Team Building Invasion Games Principles- HH	Yoga Ball Skills-HH	Gymnastics Fundamental KS1- HH	Dance Athletics KS1- HH	Fitness Net and Wall KS1- HH	Target Games Striking and fielding KS1- HH
Year 3	OAA Invasion- Football/Handball HH	Yoga Basketball Skills- HH	Gymnastics Fundamentals ABC- HH	Dance Athletics - HH	Swimming Tennis - HH	Swimming Cricket with GB
Year 4	Swimming Invasion- Football/Handball HH	Swimming Basketball Skills- HH	Gymnastics Fundamentals ABC- HH	Dance Athletics - HH	Fitness Tennis - HH	OAA Cricket with GB
Year 5	OAA Invasion- Football/Handball HH	Yoga Basketball Skills- HH	Gymnastics Fundamentals ABC- HH	Dance Athletics - HH	Cricket with GB Tennis - HH	Golf Rounders - HH
Year 6	OAA Invasion- Football/Handball HH	Fitness Basketball Skills- HH	Gymnastics Fundamentals ABC- HH	Dance Athletics - HH	Cricket with GB Tennis - HH	Golf Rounders- HH

Progression of Skills



Progression Journey: Dance

This unit links to the following strand of the NC:
KS1: perform dances using simple movement patterns.

KS2: perform dances using a range of movement patterns.

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.		
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.

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Progression Journey: Body Management through yoga and gymnastics

These unit link to the following strands of the NC:
KS1: master basic movements as well as developing balance, agility and co-ordination.

KS2: develop flexibility, strength, technique, control and balance.



EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

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Progression Journey: F.M.S through fundamentals, fitness and athletics



These units link to the following strands of the NC:

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

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Progression Journey: Games through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games



These units link to the following strands of the NC:

KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

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Progression Journey: OAA through team building and OAA



These units link to the following strands of the NC:

KS1: participate in team games, developing simple tactics.

KS2: take part in outdoor and adventurous activity challenges both individually and within a team.

EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Oriente and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Oriente a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

National Curriculum Coverage

KS1

Key stage 1 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:

- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Team Building (Y1 & 2)	Yoga (Y1 &2)	Gymnastics (Y1 & 2)	Dance (Y1 & 2)	Fitness (Y1 & 2)	Target Games (Y1 & 2)
participate in team games, developing simple tactics.	master basic movements as well as developing balance, agility and co-ordination.	master basic movements as well as developing balance, agility and co-ordination.	perform dances using simple movement patterns.	master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.	master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2

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.

Pupils should be taught to:

- 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- Hawkes Health PE Sessions
- 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 Hawkes Health PE Sessions.

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:

- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OAA (Y3, 5, 6) take part in outdoor and adventurous activity challenges both individually and within a team	Yoga (Y3, Y5) develop flexibility, strength, technique, control and balance.	Gymnastics develop flexibility, strength, technique, control and balance.	Dance perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate	Fitness (Y4) use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.	Golf (Y5 & 6) use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply

					basic principles suitable for attacking and defending.
Swimming (Y4)	Swimming (Y4)			Swimming (Y3)	Swimming (Y3)
	<p>Fitness (Y6) use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.</p>			<p>Cricket use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p>OAA (4) take part in outdoor and adventurous activity challenges both individually and within a team</p>

Lesson Sequence

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to PE unit 1	Fundamentals unit 1	Gymnastics Unit 1	Dance Unit 1	Games unit 1	Ball skills unit 1
<p>SESSION 1 Theme: witches and wizards</p> <p>To move safely and sensibly in a space with consideration of others.</p> <p>SESSION 2 Theme: pirates</p> <p>To develop moving safely and stopping with control.</p> <p>SESSION 3 Theme: mythical creatures</p> <p>To use equipment safely and responsibly.</p> <p>SESSION 4 Theme: to the castle</p> <p>To use different travelling actions whilst following a path.</p> <p>SESSION 5 Theme: superheroes</p> <p>To work with others co-operatively and play as a group.</p> <p>SESSION 6 Theme: monsters</p> <p>To follow, copy and lead a partner.</p>	<p>SESSION 1 Theme: body parts</p> <p>To develop balancing whilst stationary and on the move.</p> <p>SESSION 2 Theme: feelings</p> <p>To develop running and stopping.</p> <p>SESSION 3 Theme: our senses</p> <p>To develop changing direction.</p> <p>SESSION 4 Theme: ways we look after ourselves</p> <p>To develop jumping and landing.</p> <p>SESSION 5 Theme: my favourite things</p> <p>To develop hopping and landing with control.</p> <p>SESSION 6 Theme: it's good to be me</p> <p>To explore different ways to travel.</p>	<p>SESSION 1 Theme: rainforest animals</p> <p>To copy and create shapes with your body.</p> <p>SESSION 2 Theme: woodland animals</p> <p>To be able to create shapes whilst on apparatus.</p> <p>SESSION 3 Theme: lakeland animals</p> <p>To develop balancing and taking weight on different body parts.</p> <p>SESSION 4 Theme: desert animals</p> <p>To develop jumping and landing safely.</p> <p>SESSION 5 Theme: sea animals</p> <p>To develop rocking and rolling.</p> <p>SESSION 6 Theme: pet animals</p> <p>To copy and create short sequences by linking actions together.</p>	<p>SESSION 1 Theme: head, shoulders, knees and toes</p> <p>To explore different body parts and how they move.</p> <p>SESSION 2 Theme: head, shoulders, knees and toes</p> <p>To explore different body parts and how they move and remember and repeat actions.</p> <p>SESSION 3 Theme: transport</p> <p>To express and communicate ideas through movement exploring directions and levels.</p> <p>SESSION 4 Theme: transport</p> <p>To create movements and adapt and perform simple dance patterns.</p> <p>SESSION 5 Theme: morning routine</p> <p>To copy and repeat actions showing confidence and imagination.</p> <p>SESSION 6 Theme: my journey to school</p> <p>To move with control and co-ordination, linking, copying and repeating actions.</p>	<p>SESSION 1 Theme: cars</p> <p>To work safely and develop running and stopping.</p> <p>SESSION 2 Theme: aeroplanes</p> <p>To develop throwing and learn how to keep score.</p> <p>SESSION 3 Theme: cyclists</p> <p>To play games showing an understanding of the different roles within it.</p> <p>SESSION 4 Theme: buses</p> <p>To follow instructions and move safely when playing tagging games.</p> <p>SESSION 5 Theme: boats</p> <p>To work co-operatively and learn to take turns.</p> <p>SESSION 6 Theme: trains</p> <p>To work with others to play team games.</p>	<p>SESSION 1 Theme: beetles</p> <p>To develop rolling a ball to a target.</p> <p>SESSION 2 Theme: busy bees</p> <p>To develop stopping a rolling ball.</p> <p>SESSION 3 Theme: ladybirds and butterflies</p> <p>To develop accuracy when throwing to a target.</p> <p>SESSION 4 Theme: grasshoppers</p> <p>To develop bouncing and catching a ball.</p> <p>SESSION 5 Theme: caterpillars</p> <p>To develop dribbling a ball with your feet.</p> <p>SESSION 6 Theme: spiders</p> <p>To develop kicking a ball.</p>

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Team Building	Yoga	Gymnastics Lessons 1, 3, 5, 7, 9, 11	Dance Weather, Safari	Fitness	Target Games
<p>SESSION 1 To co-operate with a partner to complete challenges.</p> <p>SESSION 2 To explore and develop working as a team.</p> <p>SESSION 3 To develop talking, listening and sharing skills.</p> <p>SESSION 4 To use speaking and listening skills to lead a partner.</p> <p>SESSION 5 To plan with a partner and small group to complete challenges.</p> <p>SESSION 6 To use talking, listening and sharing skills to complete challenges.</p>	<p>SESSION 1 To explore yoga and mindfulness.</p> <p>SESSION 2 To be able to copy and remember poses.</p> <p>SESSION 3 To develop flexibility when holding poses.</p> <p>SESSION 4 To develop balance whilst holding poses.</p> <p>SESSION 5 To create yoga poses using a hoop.</p> <p>SESSION 6 To create a yoga flow with a partner.</p>	<p>SESSION 1 To explore travelling movements.</p> <p>SESSION 3 To develop quality when performing and linking shapes.</p> <p>SESSION 5 To develop stability and control when performing balances.</p> <p>SESSION 7 To develop technique and control when performing shape jumps.</p> <p>SESSION 9 To develop technique in the barrel, straight and forward roll.</p> <p>SESSION 11 To link gymnastic actions to create a sequence.</p>	<p>SESSION 1 THEME: Weather To use counts of 8 to move in time and make my dance look interesting.</p> <p>SESSION 2 THEME: Weather To explore pathways in my dance.</p> <p>SESSION 3 THEME: Weather To create my own dance using, actions, pathways and counts.</p> <p>SESSION 4 THEME: On Safari To explore and copy actions in response to a theme.</p> <p>SESSION 5 THEME: On Safari To create my own actions for an animal.</p> <p>SESSION 6 THEME: On Safari To explore pathways with a partner.</p>	<p>SESSION 1 To develop knowledge of how exercise can make you feel.</p> <p>SESSION 2 To develop knowledge about how exercise can make you strong and healthy.</p> <p>SESSION 3 To develop knowledge about how exercise relates to breathing.</p> <p>SESSION 4 To develop my understanding of how exercise helps my brain.</p> <p>SESSION 5 To develop my understanding of how exercise helps my muscles.</p> <p>SESSION 6 To begin to understand the importance of daily exercise.</p>	<p>SESSION 1 To develop underarm throwing towards a target.</p> <p>SESSION 2 To develop throwing for accuracy.</p> <p>SESSION 3 To develop underarm and overarm throwing at a target.</p> <p>SESSION 4 To develop throwing for accuracy and distance using underarm and overarm.</p> <p>SESSION 5 To select the correct throw for the target.</p> <p>SESSION 6 To develop throwing for accuracy and distance.</p>

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Team Building	Yoga	Gymnastics Lessons 1, 3, 5, 7, 9, 11	Dance Unit 1 Rainforest, Circus	Fitness	Target Games
<p>SESSION 1 To follow instructions and work with others.</p> <p>SESSION 2 To co-operate and communicate in a small group to solve challenges.</p> <p>SESSION 3 To create a plan with a group to solve the challenges.</p> <p>SESSION 4 To communicate effectively and develop trust.</p> <p>SESSION 5 To use teamwork skills to work as a group to solve problems.</p> <p>SESSION 6 To work with a group to copy and create a basic map.</p>	<p>SESSION 1 To copy and repeat yoga poses.</p> <p>SESSION 2 To develop an awareness of strength when completing yoga poses.</p> <p>SESSION 3 To develop an awareness of flexibility when completing yoga poses.</p> <p>SESSION 4 To copy and remember actions linking them into a flow.</p> <p>SESSION 5 To create a flow, perform and teach it to a partner.</p> <p>SESSION 6 To explore poses and create a yoga flow.</p>	<p>SESSION 1 To perform gymnastic shapes and link them together.</p> <p>SESSION 2 To use shapes to create balances.</p> <p>SESSION 3 To link travelling actions and balances using apparatus.</p> <p>SESSION 4 To demonstrate different shapes, take off and landing when performing jumps.</p> <p>SESSION 5 To develop rolling and sequence building.</p> <p>SESSION 6 To create a sequence using apparatus.</p>	<p>SESSION 1 THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.</p> <p>SESSION 2 THEME: The Circus To explore pathways and levels.</p> <p>SESSION 3 THEME: The Circus To remember and rehearse our circus dance showing expression and character.</p> <p>SESSION 4 THEME: The Rainforest To copy, repeat and create actions in response to a stimulus.</p> <p>SESSION 5 THEME: The Rainforest To copy, create and perform actions considering dynamics.</p> <p>SESSION 6 THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed.</p>	<p>SESSION 1 To learn how to run for a long time.</p> <p>SESSION 2 To develop jumping in a long rope using timing.</p> <p>SESSION 3 To develop co-ordination in individual skipping.</p> <p>SESSION 4 To develop stamina and change of direction.</p> <p>SESSION 5 To explore exercises to develop strength.</p> <p>SESSION 6 To develop agility, balance and co-ordination.</p>	<p>SESSION 1 To consider how much power to apply when aiming at a target.</p> <p>SESSION 2 To understand how to score using overarm and underarm throwing.</p> <p>SESSION 3 To develop striking to a target.</p> <p>SESSION 4 To develop hitting a moving target.</p> <p>SESSION 5 To select and apply the appropriate skill to the target game.</p> <p>SESSION 6 To show an improvement in my personal best.</p>

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OAA	Yoga	Gymnastics SESSIONs 1, 3, 5, 7, 9, 11	Dance Country and Western and Superheroes	Swimming	Swimming
<p>SESSION 1 To develop co-operation and teamwork skills.</p> <p>SESSION 2 To develop trust and teamwork.</p> <p>SESSION 3 To involve all team members to work towards a shared goal.</p> <p>SESSION 4 To develop trust whilst listening to others and following instructions.</p> <p>SESSION 5 To be able to identify objects, draw and follow a simple map.</p> <p>SESSION 6 To draw a route using directions, orientate a map and navigate around a grid.</p>	<p>SESSION 1 To explore connecting breath and movement.</p> <p>SESSION 2 To explore new yoga poses and begin to connect them.</p> <p>SESSION 3 To explore gratitude when remembering and repeating a yoga flow.</p> <p>SESSION 4 To develop flexibility and strength in a positive summer flow.</p> <p>SESSION 5 To develop flexibility and wellbeing in an individual yoga flow.</p> <p>SESSION 6 To develop confidence and strength through arm balances.</p>	<p>SESSION 1 To be able to create interesting point and patch balances.</p> <p>SESSION 2 To develop stepping into shape jumps with control.</p> <p>SESSION 3 To develop the straight, barrel, and forward roll.</p> <p>SESSION 4 To be able to transition smoothly into and out of balances.</p> <p>SESSION 5 To create a sequence with matching and contrasting actions and shapes.</p> <p>SESSION 6 To create a partner sequence using the skills I have learnt and including a hoop..</p>	<p>SESSION 1 THEME: Country and Western To use straight pathways and clear changes in direction in a line dance.</p> <p>SESSION 2 THEME: Country and Western To use canon and unison to make our line dance look interesting.</p> <p>SESSION 3 THEME: Country and Western To use formations, canon and unison to make our line dance look interesting.</p> <p>SESSION 4 THEME: Superpowers To remember, repeat and create actions around a theme.</p> <p>SESSION 5 THEME: Superpowers To understand and use formations.</p> <p>SESSION 6 THEME: Superpowers To structure a dance to represent a theme.</p>	Planned, led and assessed by Everyone Active in line with NC 2014	Planned, led and assessed by Everyone Active in line with NC 2014

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Swimming	Swimming	Gymnastics SESSIONs 1, 3, 5, 7, 9, 11	Dance The Spy, The Twist	Fitness	OAA
Planned, led and assessed by Everyone Active in line with NC 2014	Planned, led and assessed by Everyone Active in line with NC 2014	<p>SESSION 1 To develop individual and partner balances.</p> <p>SESSION 2 To develop control in performing and landing rotation jumps.</p> <p>SESSION 3 To develop the straight, barrel, forward and straddle roll.</p> <p>SESSION 4 To link actions that flow using the rolls I have learnt.</p> <p>SESSION 5 To develop strength in inverted movements.</p> <p>SESSION 6 To create a great partner sequence to include the skills I have learnt and apparatus.</p>	<p>SESSION 1 THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>SESSION 2 THEME: The Spy To choose actions which relate to the theme.</p> <p>SESSION 3 THEME: The Spy To develop a dance using matching and mirroring.</p> <p>SESSION 4 THEME: The Twist To copy and repeat a set phrase in a 1960s style showing energy and rhythm.</p> <p>SESSION 5 THEME: The Twist To learn and perform a partner dance in a 1960s style.</p> <p>SESSION 6 THEME: The Twist To develop my own 1960s inspired dance using changes in relationships.</p>	<p>SESSION 1 To recognise different areas of fitness and explore what your body can do.</p> <p>SESSION 2 To develop speed and strength.</p> <p>SESSION 3 To develop co-ordination.</p> <p>SESSION 4 To develop agility.</p> <p>SESSION 5 To develop balance.</p> <p>SESSION 6 To develop stamina.</p>	<p>SESSION 1 To develop co-operation and teamwork skills.</p> <p>SESSION 2 To orientate a map and navigate around a grid.</p> <p>SESSION 3 To develop observational skills, listening to others and following instructions.</p> <p>SESSION 4 To develop trust whilst listening to others and following instructions.</p> <p>SESSION 5 To be able to identify, draw and follow a simple map.</p> <p>SESSION 6 To be able to orientate and navigate around a map and draw a route using directions.</p>

Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OAA	Yoga	Gymnastics SESSIONs 1, 3, 5, 7, 9, 11	Dance Unit Rock 'n' Roll, Chinese Dance	Cricket	Golf
<p>SESSION 1 To develop communication and negotiation skills.</p> <p>SESSION 2 To develop strong communication and negotiation skills to solve challenges.</p> <p>SESSION 3 To develop planning and problem solving skills.</p> <p>SESSION 4 To share ideas and work as a team to solve problems.</p> <p>SESSION 5 To develop navigation skills and map reading.</p> <p>SESSION 6 To create and follow a key and route on a map.</p>	<p>SESSION 1 To develop flexibility through the sun salutation flow.</p> <p>SESSION 2 To develop strength through yoga flows.</p> <p>SESSION 3 To create your own flow showing quality in control, balance and technique.</p> <p>SESSION 4 To develop balance through yoga flows.</p> <p>SESSION 5 To work collaboratively to create a controlled paired yoga flow.</p> <p>SESSION 6 To create your own yoga flow that challenges technique, balance and control.</p>	<p>SESSION 1 To perform symmetrical and asymmetrical balances.</p> <p>SESSION 2 To develop the straight, forward, straddle and backward roll.</p> <p>SESSION 3 To explore different travelling actions using both canon and synchronisation .</p> <p>SESSION 4 To perform progressions of inverted movements.</p> <p>SESSION 5 To explore matching and mirroring in sequence work.</p> <p>SESSION 6 To create a partner sequence using apparatus.</p>	<p>SESSION 1 THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll.</p> <p>SESSION 2 THEME: Rock 'n' Roll To work with a partner to copy and repeat actions in time with the music.</p> <p>SESSION 3 THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll.</p> <p>SESSION 4 THEME: Chinese Dance To use matching, canon and unison in the style of the lion dance.</p> <p>SESSION 5 THEME: Chinese Dance To use space and relationships to create a dragon dance.</p> <p>SESSION 6 THEME: Chinese Dance To select and combine dance tools to choreograph and perform a Chinese dance.</p>	<p>SESSION 1 To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>SESSION 2 To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>SESSION 3 To strike a bowled ball with increasing consistency.</p> <p>SESSION 4 To develop fielding techniques and select the appropriate action for the situation.</p> <p>SESSION 5 To understand and apply tactics in a game.</p> <p>SESSION 6 To apply skills and knowledge to compete in a tournament.</p>	<p>SESSION 1 To develop technique for hitting accurately over a short distance.</p> <p>SESSION 2 To develop technique for hitting over a short distance.</p> <p>SESSION 3 To select and apply skills for a short game.</p> <p>SESSION 4 To develop the technique for a long game.</p> <p>SESSION 5 To select the appropriate shot for the situation.</p> <p>SESSION 6 To design a course and select the appropriate shot for the situation.</p>

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OAA	Fitness	Gymnastics SESSIONs 1, 3, 5, 7, 9, 11	Dance Stamp, Clap, Bhangra	Cricket	Golf
<p>SESSION 1 To build communication and trust whilst showing an awareness of safety.</p> <p>SESSION 2 To collaborate as a team to solve problems.</p> <p>SESSION 3 To develop tactical planning and problem solving.</p> <p>SESSION 4 To work as a team and use critical thinking to determine the best approach.</p> <p>SESSION 5 To develop navigational skills and map reading.</p> <p>SESSION 6 To use a key to identify objects and locations.</p>	<p>SESSION 1 To develop an awareness of what your body is able to do.</p> <p>SESSION 2 To develop speed and stamina.</p> <p>SESSION 3 To develop strength using my own body weight.</p> <p>SESSION 4 To develop co-ordination.</p> <p>SESSION 5 To develop agility.</p> <p>SESSION 6 To develop balancing with control.</p>	<p>SESSION 1 To develop the straddle, forward and backward roll.</p> <p>SESSION 3 To develop counter balance and counter tension.</p> <p>SESSION 3 To develop jumps and explore the effect of height.</p> <p>SESSION 4 To develop inverted movements with control.</p> <p>SESSION 5 To use flight from hands to travel over apparatus.</p> <p>SESSION 6 To create a group sequence using formations and apparatus.</p>	<p>SESSION 1 THEME: Stamp, Clap To copy and repeat a dance phrase showing confidence in movements.</p> <p>SESSION 2 THEME: Stamp, Clap To work with others to explore and develop the dance idea.</p> <p>SESSION 3 THEME: Stamp, Clap To use changes in dynamics in response to the stimulus.</p> <p>SESSION 4 THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs.</p> <p>SESSION 5 THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction.</p> <p>SESSION 6 THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations.</p>	<p>SESSION 1 To develop throwing and catching under pressure and apply these to a striking and fielding game.</p> <p>SESSION 2 To develop bowling under pressure whilst abiding by the rules of the game.</p> <p>SESSION 3 To strike a bowled ball with increasing consistency.</p> <p>SESSION 4 To develop fielding techniques and select the appropriate action for the situation.</p> <p>SESSION 5 To understand and apply tactics in a game.</p> <p>SESSION 6 To apply skills and knowledge to compete in a tournament.</p>	<p>SESSION 1 To develop technique for hitting accurately over a short distance.</p> <p>SESSION 2 To develop technique for hitting over a short distance.</p> <p>SESSION 3 To select and apply skills for a short game.</p> <p>SESSION 4 To develop the technique for a long game.</p> <p>SESSION 5 To select the appropriate shot for the situation.</p> <p>SESSION 6 To design a course and select the appropriate shot for the situation.</p>