

Lord Deramore's Primary School PE Curriculum Progression Plan

Intent: We recognise the importance of PE and the role it has to play in promoting long-term healthy lifestyles. The intent of our PE curriculum is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. We will provide opportunities for pupils to develop values and transferrable life skills such as fairness, resilience and respect as well as providing them with opportunities to take part in competitive sport. We strive to inspire our pupils through fun, creative and engaging PE lessons that are enjoyable, challenging and accessible to all. We wish to provide children with opportunities to develop their fitness, fine and gross motor skills by trying new sports or activities, especially those who are less active.

Implementation: PE is taught discreetly, in most cases, twice a week. The children in Early Years may have one longer session. In Phase 1, continuous provision offers the opportunity to develop Physical Development. PE is taught by the class teacher or PE consultant. Staff development is provided through regular opportunities to teach alongside the PE consultant. A number of after school activities are offered, including dance, netball, tennis and multiskills. All classes have swimming lessons at the local secondary school, provided by qualified swimming instructors, for one term during their primary school journey. Additional opportunities, such as triathlon, bean bag rounders, orienteering and football involving other schools are regularly offered. We have a yearly sports day for phases 2 and 3 at the local university and phase 1 have their own event in school. The whole school has a 'fun, It's a Knockout' style activity morning each year. Outside agencies, such as York City Knights come in to school annually to teach a sport to targeted year groups.

Impact: PE knowledge and skills are assessed by teaching staff and the PE consultant throughout a term and reported at the end of each year via each child's school report. Assessment will generally be made through observation and is not purely based on sporting ability but looks at skills, team work and stamina etc. PE subject lead and SLT assess impact and teaching through pupil voice and lesson observations

PE	Phase 1		Phase 2		Phase 3							
	EY	Y1	Y2	Y3	Y4	Y5	Y6					
Knowledge & skills	<p><u>Physical Development: Moving and Handling</u> <u>Gross Motor Skills - ELG:</u> 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 <u>Being Imaginative and Expressive - ELG:</u> Try to move in time with music.</p> <p>Develop fundamental movement skills,. Engage in co-operative physical activities, in a range of increasingly challenging situations. Basic movements including running, jumping, throwing and catching, develop balance, agility and coordination, Perform dances using simple movement patterns.</p>		<p>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) Apply basic skills including throwing, catching, balance, agility in a range of activities Participate in team games, developing simple tactics for attacking and defending Begin to perform dances using a range of movement patterns</p>		<p>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. Communicate, collaborate and compete with each other. Understand how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. 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 develop flexibility, strength, technique, control and balance. 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.</p>							
Expectations	<p><u>Games</u> Throw underarm Hit a ball with a bat Move and stop safely Throw and catch with both hands Throw and kick in different ways</p> <p><u>Gym</u> Make body curled, stretched, tensed and relaxed Control body when travelling and balancing Copy sequences and repeat them Roll, curl, travel and balance in different ways</p> <p><u>Dance</u> Move to music Copy dance moves Perform own dance moves Make up a short dance Move safely in a space</p> <p><u>General</u> Copy actions Repeat actions and skills Move with control and care Use equipment safely</p>		<p><u>Games</u> Use hitting, kicking and rolling in a game Decide the best space to be in during a game Use a tactic in a game Follow rules</p> <p><u>Gymnastics</u> Plan and perform a sequence of movements Improve a sequence based on feedback Think of more than one way to create a sequence that follows some rules Work on my own and with a partner</p> <p><u>Dance</u> Change rhythm, speed, level and direction Dance with control and coordination Make a sequence by linking sections together Use a dance to show mood or feeling</p> <p><u>General</u> Copy and remember actions Talk about what is different from what I did and what someone else did</p>		<p><u>Games</u> Throw and catch with control Be aware of space and use it to support teammates and cause problems for the opposition Know and use rules fairly</p> <p><u>Gymnastics</u> Adapt sequences to suit different types of apparatus and criteria Explain how strength and suppleness affect performance Compare and contrast gymnastic sequences</p> <p><u>Dance</u> Improvise freely and translate ideas from a stimulus into movement Share and create phrases with a partner and small group Repeat, remember and perform phrases</p> <p><u>Athletics</u> Run at fast, medium and slow speeds changing direction and speed Take part in a relay, remembering when to run and what to do</p> <p><u>Outdoor and Adventurous</u> Follow a map in a familiar context Use clues to follow a route Follow a route safely</p>		<p><u>Games</u> Catch with one hand Throw and catch accurately Hit a ball accurately with control Keep possession of a ball Vary tactics and adapt skills depending on what was happening in a game</p> <p><u>Gymnastics</u> Work in a consistent way Include change of speed and direction Include a range of shapes Work with a partner to create, repeat and improve a sequence with at least three phrases</p> <p><u>Dance</u> Take the lead when working with a partner or group Use dance to communicate an idea</p> <p><u>Athletics</u> Run over a long distance Sprint over a short distance Throw in different ways Hit a target Jump in different ways</p> <p><u>Outdoor and Adventurous</u> Follow map in a more demanding physical context Follow a route with in time limit</p> <p><u>Swimming</u> Swim competently, confidently and proficiently over 25m Use a range of strokes effectively Perform safe self-rescue</p>			<p><u>Games</u> Gain possession by working in a team Pass in different ways Use forehand and backhand with racket Field Choose a tactic for defending and attacking Use a number of techniques to pass, dribble and shoot</p> <p><u>Gymnastics</u> Make complex, extended sequences Combine action, balance and shape Perform consistently to different audiences</p> <p><u>Dance</u> Compose own dances in a creative way Perform to an accompaniment Dance shows clarity, fluency, accuracy and consistency</p> <p><u>Athletics</u> Be controlled when taking off and landing Throw with accuracy Combine running and jumping</p> <p><u>Outdoor and Adventurous</u> Follow a map to an unknown location Use clues and a compass to navigate a route Change route to overcome a problem Use new information to change a route</p>		<p><u>Games</u> Play to agreed rules Explain rules to others Umpire Make a team and communicate a plan Lead others in a game situation</p> <p><u>Gymnastics</u> Combine my own work with that of others Sequence to specific timings</p> <p><u>Dance</u> Develop sequences in a specific style Choose my own music and style</p> <p><u>Athletics</u> Demonstrate stamina</p> <p><u>Outdoor and Adventurous</u> Plan a route and a series of clues for someone else Plan for others taking account of safety and danger</p>

Vocabulary	Ball, bat, run, jump, hop, skip, catch, throw, roll, space, stretch, climb, direction,	Coordination, rhythm, speed, phrase, relay, sequence, mirror, copy, structure, theme, improvise	Sprint, pace, stamina, evaluate, gesture, repetition, combine,
Long Term Planning Link	Gymnastics Multiskills/Fundamental skills Dance Fundamental movement Football Striking and fielding (cricket) Athletics	Striking and fielding (rounders) Football Dance Netball Basketball Badminton Tennis Gymnastics Hockey Cricket Rugby Athletics	Rounders Football Dance Netball Basketball Badminton Tennis Gymnastics Hockey Cricket Rugby Athletics
Enrichment / Cultural Capital	AHS – Beanbag Rounders	AHS – Beanbag Rounders, multisports	AHS - Multisports