

PE CURRICULUM PLAN – LORD DERAMORE’S PRIMARY SCHOOL

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 transferable 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 into 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



	PHASE 1		PHASE 2		PHASE 3		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge (substantive and disciplinary)	<u>Physical Development:</u> Gross Motor Skills - ELG: 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. Develop fundamental movement skills, including running, jumping, throwing and catching. Develop balance, agility and coordination (individually and with others). Engage in competitive and cooperative physical team activities. Begin to perform dances using simple movement patterns.		Become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Master and apply basic skills including throwing, catching, balance, agility in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using a range of movement patterns. Begin to apply and develop a broader range of skills, using them in different ways to link them into sequences. Begin to communicate, collaborate, compete and evaluate with each other. Take part in outdoor and adventurous activity challenges both individually and within a team.		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. <u>Swimming</u> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Perform safe self-rescue in different water-based situations.		

Progression and Expectations	<u>Fundamental skills</u> Run and stop, showing some control of direction, speed, spatial awareness and stopping. Jump with bent knees, avoiding falling over. Hop on one foot with bent knees, avoiding falling over. Skip with bent knees, avoiding falling over. Throw a variety of balls and beanbags towards large targets with some accuracy. Balance when stationary and in locomotion. Coordinate limbs in groups, pairs, or isolation. Explore climbing safely on a variety of apparatus. <u>Games</u> Throw and roll a variety of balls and beanbags towards large targets with some accuracy. Kick a ball with some control. Stop a moving ball with two hands or feet. Run and stop, showing some control of direction, speed, spatial awareness and stopping. Explore and develop hitting a variety of	<u>Fundamental skills</u> Run at different speeds showing control of direction, speed, spatial awareness and stopping. Use some dodging to balance and avoid others when moving at different speeds. Use some jumping, hopping and skipping to perform coordination and combination jumps. Roll a ball towards a target with some accuracy. Throw underarm towards a target with some accuracy. Use tracking to catch with two hands with some accuracy. Dribble with hands and feet with some accuracy. Kick a ball towards a target with some accuracy. Follow rules. Begin to compete against others. Use a warm up. Know that physical activity is important. Begin to understand the role of the heart and lungs. Know what circuit training is. Know two muscles. <u>Games</u> Dribble a ball with two hands.	<u>Fundamental skills</u> Run at different speeds showing control of direction, speed, spatial awareness and stopping. Use dodging to balance and avoid others when moving at different speeds. Connect running, jumping, hopping and skipping to perform coordination and combination sequences. Roll a ball towards a target with accuracy. Throw underarm towards a target with accuracy. Use tracking to catch with two hands with accuracy. Dribble with hands and feet with accuracy. Kick a ball towards a target with accuracy. Use hitting, kicking, throwing, receiving, and rolling in a game. Follow rules and begin to use tactics. . Compete against others. Use a warm up. Suggest how to stay active and why it is important for physical and mental health. Begin to understand pulse rate.	<u>Fundamental skills</u> Run at fast, medium and slow speeds changing direction and speed. Develop a sprinting technique. Take part in a relay, developing takeover technique. Improve accuracy throwing at a range of targets of varying distances. Improve accuracy catching from a range of throws and distances. Show hopping and jumping actions, attempting different take offs and landings, while generally maintaining balance. Jump for distance and height with some awareness of technique, balance and coordination. Use space and tactics to support teammates and cause problems for the opposition. Know and use rules fairly. Know why physical activity is important. Find pulse rate when exercising and explain what is happening Know what circuit training is and give examples of exercises.	<u>Fundamental skills</u> Run over a long distance showing stamina and pace. Sprint over a short distance showing power and speed. Hop and jump in different ways, including running as a transition in between. Hop and jump in different ways, including different take offs and landings whilst maintaining balance. Jump for distance and height, showing balance and control (long jump) Throw in different ways with accuracy and power, including a pull throw (javelin) Catch with one hand. Keep possession of a ball. Vary tactics and adapt skills depending on game progression. Describe what happens to the heart and lungs during exercise Describe multiple ways to stay active and healthy. Name four or more muscles. <u>Games</u> Dribble a ball with different parts of the feet, showing increased control.	<u>Fundamental skills</u> Run at speed over longer distances or for longer periods of time showing an understanding of pace. Develop fluency when sprinting. Build momentum when jumping. Show force when throwing long distance, often hitting a target (javelin) Show control at take-off and landing in more complex jumping activities, with running transitions in between (triple jump) Describe why exercise is good for fitness, health and wellbeing Compare pulse rate before and after exercise Name five or more muscles. Know how to improve own fitness. <u>Games</u> Use a v-dribble to lose a defender. Receive a ball whilst travelling. Maintain some control of a ball when under pressure. Use cushioning in football. Shoot successfully. Gain possession by working in a team.	<u>Fundamental skills</u> Demonstrate stamina and awareness of selecting pace depending on the event. Show precision in a variety of disciplines, such as throwing, catching running and jumping (triple jump, discus, shot put) Show a clear understanding of agility & evasion, running in different directions at speed, and changes of speed and changes of direction to avoid peers. Transition between running, jumping and hopping actions with greater control and coordination. Consistently show control at take-off and landing in more complex jumping activities, with running transitions in-between. Show accuracy and good technique when throwing for distance, regularly hitting the target. <u>Games</u> Use a non-dribbling arm to defend. Use safe tackles and blocking strategies. Alternate between dribbling, shooting and passing
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<p>balls and beanbags with a bat.</p> <p><u>Gymnastics</u> Coordinate bodies in different ways by making different shapes (tuck, star, straight, pike, straddle) Balance with strength when stationary and in locomotion. Sequence movements together. Explore climbing safely on a variety of apparatus. Jump with bent knees, avoiding falling over. Develop rocking and rolling (straight roll, barrel roll). Follow simple directions when making movements.</p> <p><u>Dance</u> Respond in movement to different types of music. Copy basic actions and rhythms, including travelling, shapes, and balances. Sequence movements together. Use the beat to stay in time. Explore directions and levels.</p> <p><u>Attitudes and Behaviour</u></p>	<p>Dribble a ball with feet. Roll a ball towards a stationary target with some success. Throw a ball underarm towards a stationary target with some success. Throw a ball overarm towards a stationary target with some success. Catch a ball with two hands. Use different equipment to strike, push and roll a ball. . Apply throwing and catching to simple games. Begin to follow the rules of a game. Drop and catch a ball after one bounce on the move. Kick a stationary ball towards a stationary target. Begin to use simple tactics with guidance (attackers and defenders)</p> <p><u>Gymnastics</u> Travel using different body parts and different levels (hop, crawl, skip, jump, leap, slide, lunge walk, stretch, crab walk, bunny hop, jog, bear crawl). Make their body curl, stretch, tense and relax in different shapes (pike, star, dish, arch, tuck, front</p>	<p>Give examples of circuit training exercises. Know more than two muscles.</p> <p><u>Games</u> Roll a ball to hit a target, both stationary and moving. Stop a rolling ball. Dribble a ball with feet showing increasing control of direction. Kick a moving ball towards a stationary or moving target. Catch a received ball with two hands. Stop a received ball with feet. Dribble a ball with two hands showing increasing control of direction and pace. Throw a ball underarm and overarm towards a stationary or moving target. Use different equipment (racket, bat etc.) to send, receive and return a ball, developing power for distance. Understand possession and marking. Use throwing and kicking to score goals. Use catching and kicking to defend.</p>	<p>Know three or more muscles.</p> <p><u>Games</u> Intercept bounce passes. Maintain possession when dribbling. Dribble a ball with one hand, showing some control. Use attacker and defender tactics. Dribble a ball with different parts of the feet. . Use space to attack and defend. Catch a received ball with one or two hands. Stop a received ball with different parts of the feet. Kick or throw towards a team mate in a game. Use rules and tactics fairly. Send and receive using a hockey stick. Dribble using a hockey stick. Begin to hit a ball with accuracy and purpose (e.g. aiming for a space) Throw and catch with control and direction, including as a fielder. Develop running with a ball. Attack and defend in different games.</p> <p><u>Gymnastics</u> Hold point and patch balances for at least</p>	<p>Receive a ball with different parts of the feet, showing increased control. Catch and throw with one hand. Vary tactics and adapt skills depending on what is happening in a game. Combine kicking and dribbling to maintain possession of a ball. Send and receive using a hockey stick aiming towards both stationary and moving targets. Dribble using a hockey stick, whilst changing direction and pace. Throw and catch accurately whilst following footwork rules. Use different throwing techniques (including shoulder passes), depending on game context. Use changes or direction and space to attack or defend whilst maintaining some control of the ball. Hit a ball accurately with control. Develop bowling techniques. Begin to use forward pass in rugby. Use dodging skills to avoid tagging.</p>	<p>Use individual and team tactics. Use a number of techniques to throw, catch dribble and shoot. Change the direction of play while dribbling, with some control under pressure. Send and receive using a hockey stick varying power for distance. Begin to use safe tackles. Intercept throws by catching a ball with one or two hands. Understand the need for tactics and the variance of application. Communicate tactics to a team. Develop bowling techniques with accuracy at a target. Strike a ball with varying power and speed. Use positioning in rugby to stay 'onside'. Use two handed pick up in cricket. Use forehand and backhand with a racket Use a variety of shots to maintain a rally. Serve underarm. Develop a volley.</p> <p><u>Gymnastics</u></p>	<p>depending on game conditions. Develop bowling, batting and fielding when under pressure. Strike a bowled ball with consistency and control. Maintain possession when dribbling despite pressure and defence techniques. Use indian dribble in hockey. Use forehand receiving in hockey. Use a jab and open stick in hockey. Create a line of defence in rugby. Use accurate forehand and backhand to control speed and direction with a racket Use a volley appropriately. Use a variety of attacking and defending techniques alongside team tactics and agreed rules. Use power tactically for an underarm serve Lead, explain and communicate a team plan. Umpire.</p> <p><u>Gymnastics</u> Develop a variety of rolls into a sequence using different starting and finishing</p>
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	<p>Listen to what the teacher says. Follow instructions involving several actions. Try new activities whilst showing independence, resilience, and perseverance. Follow rules. Play cooperatively and take turns.</p>	<p>support, straddle, back support). Hold a balance for 5 seconds. Develop control when performing shape jumps (star, straight) Maintain shape in the barrel, straight and forward roll. Use a starting and finishing position to create a sequence. Work safely on apparatus. Copy sequences and repeat them.</p> <p><u>Dance</u> Count evenly to the beat. Use levels. Change level, direction and speed. Explore pathways in dance. Perform, copy and repeat dance moves. Move to music. Show some understanding of expression. Begin to work with a partner.</p> <p><u>Attitudes and Behaviour</u> Copy actions Repeat actions and skills Move with control and care Use equipment safely Begin to play with others in teams, groups, or pairs</p>	<p>Use tactics in a game whilst following rules.</p> <p><u>Gymnastics</u> Hold a variety of shapes for 5 seconds in a sequence, both on and off apparatus (pike, star, dish, arch, tuck, front support, straddle, back support) Travel using different body parts and different levels in sequence, both on and off apparatus (hop, crawl, skip, jump, leap, slide, lunge walk, stretch, crab walk, bunny hop, jog, bear crawl). Stretch body in different ways, both on and off apparatus (cat, cow, down dog, cobra, wrist rolls, butterfly, seated forward fold, triangle) Use a safe take off and landing when performing shape jumps, both on and off apparatus (star, straight) Transition smoothly in and out of rolls (barrel, straight, straddle and forward) Plan and perform sequences of movements, including making improvements and partner work.</p>	<p>5 seconds, incorporating different levels, body parts, sequences and apparatus. Use a step-in to perform jumps on apparatus (star, tuck, straight) Include rolls in sequence work using apparatus (barrel, straight, forward) Plan and perform sequences with matching and contrasting actions and shapes (speed, height, direction and pathways) Create, perform and evaluate partner sequences with apparatus and equipment.</p> <p><u>Dance</u> Use counts of 8 to stay in time with music and a partner. Create actions to move in contact with a partner. Select and link actions and dynamics with a partner or group. Repeat, remember and create phrases, including in response to stimulus. Use space and changes in pathway in choreography. Use canon, unison and formations.</p>	<p>Begin to use individual and team tactics.</p> <p><u>Gymnastics</u> Develop partner and group balances, both on and off apparatus. Develop control in performing and landing rotation jumps. Assess and evaluate rolling technique (straight, barrel, forward, straddle) Use rolls, both on and off apparatus, to link movements. Develop strength in inverted movements (bridge, shoulder stand). Plan and perform sequences using variations in speed, height, direction, pathways, shapes, rolls, and balances. Work with a partner to create, repeat and improve a sequence with at least three phrases.</p> <p><u>Dance</u> Repeat, remember and create phrases, including in response to stimulus. Use matching and mirroring by assigning counts. Create and perform actions to different rhythms. Use changes in group formation and</p>	<p>Perform symmetrical and asymmetrical balances, both on and off apparatus. Develop a backward roll into a sequence. Explore travelling actions using canon and synchronisation, both on and off apparatus. Develop strength in inverted movements, both on and off apparatus (bridge, shoulder stand, cartwheel). Work with a partner to use matching and mirroring in sequence work, both on and off apparatus. Create group sequences, both on and off apparatus. Transfer flight safely onto apparatus.</p> <p><u>Dance</u> Use dynamics to change a dance performance. Use changes in level, direction and pathway. Use changes in formation, timing, matching, mirroring, moving apart or in contact with a partner. Learn and perform dances of different genres. Choreograph own dances with partners and groups matching a style.</p>	<p>positions (backward, forward, straddle). Develop counter balance and counter tension into partner sequences both on and off apparatus. Jump using different heights and shapes, both on and off equipment. Develop strength in inverted movements, both on and off apparatus (bridge, shoulder stand, handstand, cartwheel). Use flight from hands to travel over apparatus. Use synchronisation, formations, matching, mirroring, contrasting and timing to create group sequences both on and off apparatus.</p> <p><u>Dance</u> Use tone, energy, freeze frames and dynamics in choreography to emphasise. Use counts to ensure fluency, accuracy and consistency. Select, order, structure and perform movements in a variety of group formations. Develop sequences in a specific style. Move towards and away from props.</p>
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		Begin to suggest ways to improve	<p><u>Dance</u> Make a sequence by linking sections together. Change rhythm, speed, level and direction. Use counts of 8 to stay in time with music. Perform, copy and repeat dance moves, using dynamics and expression to show different characters. Explore pathways and levels. Respond to a stimulus to show mood or feeling. Create short dance phrases with a partner/group using unison, mirroring and matching.</p> <p><u>Attitudes and Behaviour</u> Copy and remember actions Move from apparatus to the floor safely (and vice versa) Talk about what is different from what they did and what someone else did Suggest ways to improve my performance</p>	<p><u>Attitudes and Behaviour</u> Celebrate the success of own and other's performance Describe and evaluate my own and other's performance</p> <p><u>OAA</u> Give clear instructions. Follow team mate instructions. Plan to achieve a shared goal. Draw and follow a simple map. Draw a route using directions, orientate a map and navigate around a grid.</p>	<p>timing, including canon and unison. Lead phrases of choreography when creating a performance. Sequence phrases using transitional movement. Learn and perform dances of different genres.</p> <p><u>Attitudes and Behaviour</u> Make suggestions for improvement based on a given criteria (both for own and other's work). Recognise good quality in own and other's performance/play.</p> <p><u>OAA</u> Use key vocabulary in instructions. Follow a map in a more demanding physical context. Use symbols on a map. Follow a route with a time limit. Use a compass to orientate themselves and a map. Show resilience when plans do not work. Solve problems independently and collaboratively.</p> <p><u>Swimming</u></p>	<p>Use counts to ensure fluency, accuracy and consistency. Begin to use props.</p> <p><u>Attitudes and Behaviour</u> Observe, analyse and evaluate performance of self and others. Show some improvement based on feedback. Compare performances. Use correct terminology. Communicate improvements with team mates.</p> <p><u>OAA</u> Create and adapt plans to solve problems. Identify possible risks and think about ways to manage them. Follow a map to an unknown location. Use clues and a compass to navigate a route. Select appropriate equipment. Negotiate with peers to develop the best plan. Create and follow a key.</p>	<p>Improvise in response to a stimulus, selecting appropriate style.</p> <p><u>Attitudes and Behaviour</u> Observe, analyse and evaluate performance of self and others using specific improvements and terminology. Compare performances to demonstrate improvement. Work with others to construct, design, practise, evaluate and improve. Communicate strengths and weaknesses.</p> <p><u>OAA</u> Plan for others taking into account safety and danger. Reflect on team problem solving. Develop tactical planning. Orientate a map using a compass. Ask for advice from an expert when needed. Support others by showing empathy and offering support. Remain aware of changing conditions and adapt accordingly. Use multiple plans.</p>
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					Swim competently, confidently and proficiently over 25m Use a range of strokes effectively (gliding, front crawl, backstroke, diving, breaststroke) Perform safe self-rescue (buoyancy, submerging, sculling, treading water, floating)		Create and use a key to identify objects and locations.
Vocabulary	Throw, bat, ball, move, stop, catch, kick, roll, jump, copy, run, dance, warm up, heart, lungs, circuit, stretch, hop, skip, climb, direction, rules, travel	Coordination, tactic, perform, sequence, improve, rules, rhythm, speed, phrase, level, direction, accuracy, accurately, pulse rate, exercise, apparatus, suppleness, improvise, attack, defend, fielder, dribble, intercept, transition, unison			Sprint, pace, stamina, possession, shape, balance, transition, sprint, forehand, backhand, defend, attack, combine, fluency, control, evaluate, mirror, synchronise, umpire, power, speed, accuracy, positioning, forehand, backhand, possession, pressure, symmetrical, asymmetrical, counter tension, mirroring, tone, energy		
Literature							
Experiences	AHS – Beanbag Rounders Sports morning and sports day North Yorkshire Cricket Y1 YRLFC Rugby sessions Circus skills Archery	Outdoor week Y3 Outdoor week Y2 AHS – Beanbag Rounders, multisports, Tag Rugby North Yorkshire Cricket Sports morning and sports day Sports team visits YRLFC Assembly YRLFC Rugby sessions Circus skills Archery Local competitions			Outdoor week AHS - Multisports Sports morning and sports day Dance festival Sports team visits York Rugby League YRLFC Assembly Play leaders Local competitions YRLFC Rugby sessions Circus skills Archery		
Diversity							
Long Term Planning Links	<u>Fundamental skills</u> Fundamental skills - Autumn Fitness - Y1 Spring Athletics - Summer <u>Games</u> Ball skills - EY Spring Football - Y1 Autumn Basketball - Y1 Spring Outdoor Games - EY Summer Rugby (dodging and weaving) - Summer Striking and fielding - Y1 Summer	<u>Fundamental skills</u> Fundamental skills - Autumn Fitness - Spring Athletics - Summer <u>Games</u> Football - Autumn Basketball - Autumn Hockey - Spring Striking and fielding - Summer Rugby (dodging and weaving) - Summer <u>Gymnastics</u>			<u>Fundamental skills</u> Fitness - Spring Athletics - Summer <u>Games</u> Football - Autumn Netball - Autumn Basketball - Autumn Hockey - Spring Cricket (striking and fielding) - Summer Rugby (dodging and weaving) - Year 5/6 Summer Tennis - Year 5/6 Summer		

	<u>Gymnastics</u> Spring <u>Dance</u> Autumn <u>Attitudes and Behaviour</u> - throughout	Spring <u>Dance</u> Autumn <u>OAA</u> Y3 Forest <u>Attitudes and Behaviour</u> - throughout	<u>Gymnastics</u> Spring <u>Dance</u> Autumn <u>Swimming</u> Y4 - Summer <u>OAA</u> Forest, residential <u>Attitudes and Behaviour</u> - throughout
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