

PE and Sport

Curriculum Plan



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SOUTHRIDGE FIRST SCHOOL - Physical Education Long Term Plan

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for Physical Education aims to ensure that all pupils:

- . develop competence to excel in a broad range of physical activities
- . are physically active for sustained periods of time
- . engage in competitive sports and activities
- . lead healthy, active lives.

Subject content for 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..

Subject content for Key Stage 2

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:

- . use running, jumping, throwing and catching in isolation and in combination
- . play competitive games, modified where appropriate, such as 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.

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 such as front crawl, backstroke and breaststroke
- . perform safe self-rescue in different water-based situations.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

PE Long Term Plan - Year 1

This is a flexible long term plan. Units in P.E. can be taught in any term depending on festivals, competitions, visiting coaches and instructors.

Autumn 1	<p>Topic: Dance 1 <i>Perform dances using simple movement patterns</i></p> <ul style="list-style-type: none"> Respond to a range of stimuli and types of music Explore space, direction, levels and speeds. Experiment creating actions and performing movements with different body parts. <p>Topic: Attack, defend and shoot 1 <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> To practise basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. To experience opportunities to improve agility, balance and coordination.
Autumn 2	<p>Topic: Dance 2 <i>Perform dances using simple movement patterns</i></p> <ul style="list-style-type: none"> Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. Respond appropriately to supporting concepts such as canon and levels. <p>Topic: Attack, defend and shoot 2 <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> To recognise rules and apply them in competitive and cooperative games. Use and apply simple strategies for invasion games. Preparing for, and explaining reasons why we enjoy, exercise.
Spring 1	<p>Topic: Gymnastics 1 <i>Develop balance, agility and coordination.</i></p> <ul style="list-style-type: none"> Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus such as mats and benches. To recognise like actions and link. <p>Topic: run, jump, throw 1 <i>Master basic movements including running, jumping, throwing and catching.</i></p> <ul style="list-style-type: none"> Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.

Spring 2	<p>Topic: Gymnastics 2 Develop balance, agility and coordination.</p> <ul style="list-style-type: none"> • To perform a variety of basic gymnastics actions showing control • To introduce turn, twist, spin, rock and roll and link these into movement patterns • To perform longer movement phrases and link with confidence <p>Topic: run, jump, throw 2</p> <p>Master basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> • Increase stamina and core strength needed to undertake athletics activities • Take part in a broad range of opportunities to extend strength, balance, agility and coordination • Cooperate with others to carry out more complex physical activities
Summer 1	<p>Topic: Send and return 1</p> <p>Master basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return. • Sending and returning a variety of balls. <p>Topic: hit, catch, run 1.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • Able to hit objects with hand or bat. • Track and retrieve a rolling ball. • Throw and catch a variety of balls and objects.
Summer 2	<p>Topic: Send and return 2</p> <p>Master basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> • Develop sending skills with a variety of balls • Track, intercept and stop a variety of objects such as balls and beanbags • Select and apply skills to beat opposition <p>Topic: hit, catch, run 2</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • Increase stamina and core strength needed to undertake athletics activities • Take part in a broad range of opportunities to extend strength, balance, agility and coordination <p>Cooperate with others to carry out more complex physical activities</p>

PE Long Term Plan - Year 2

This is a flexible long term plan. Units in P.E. can be taught in any term depending on festivals, competitions, visiting coaches and instructors

Autumn 1

P.E. Hub Attack, Defend, Shoot. Unit 1 Year Two

Participate in team games, developing simple tactics for attacking and defending.

- Send a ball using feet and can receive a ball using feet.
- Refine ways to control bodies and a range of equipment.
- Recall and link combinations of skills, e.g. dribbling and passing.

P.E. Hub Dance Unit 1 Year Two

Perform dances using simple movement patterns.

- Describe and explain how performers can transition and link shapes and balances
- Perform basic actions with control and consistency at different speeds and on different levels
- Challenge themselves to move imaginatively responding to music

	<ul style="list-style-type: none"> • Work as part of a group to create and perform short movement sequences to music
Autumn 2	<p><u>P.E. Hub. Attack, Defend, Shoot Unit 2 Year Two</u> Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • To select and apply a small range of simple tactics • Recognise good quality in self and others • To work with others to build basic attacking play <p><u>P.E. Hub Dance Unit 2 Year Two</u> Perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> • Perform using more sophisticated formations as well as an individual • Explore relationships through different dance formations • Explain the importance of emotion and feeling in dance • Use the stimuli to copy, repeat and create dance actions and motifs
Spring 1	<p><u>P.E. Hub Gymnastics Unit One Year Two</u> Develop balance, agility and co-ordination and begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> • Describe and explain how performers can transition and link gymnastic elements • Perform with control and consistency basic actions at different speeds and on different levels • Challenge themselves to develop strength and flexibility • Create and perform a simple sequence that is judged using simple gymnastic scoring <p><u>P.E. Hub. Hit, Catch, Run Unit 1 Year Two</u> Master basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> • To developing hitting skills with a variety of bats • Practice feeding/bowling skills • Hit and run to score points in games
Spring 2	<p><u>P.E. Hub Gymnastic Unit 2 Year Two</u> Develop balance, agility and co-ordination and begin to apply these in a range of activities.</p> <ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it

	<ul style="list-style-type: none"> • Begin to hit and return a ball using a variety of hand and racquet with some consistency • Play modified net/wall games throwing, catching and sending over a net <p><u>P.E. Hub. Send and Return Unit 1 Year Two</u> Master basic movements including running, jumping, throwing and catching. Participate in team games. Develop simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • Be able to track the path of a ball over a net and move towards it • Begin to hit and return a ball using a variety of hand and racquet with some consistency • Play modified net/wall games throwing, catching and sending over a net
Summer 1	<p><u>Swimming</u> Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p> <p><u>P.E. Hub. Run, Jump, Throw Unit 1</u> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination.</p> <ul style="list-style-type: none"> • Develop power, agility, coordination and balance over a variety of activities • Can throw and handle a variety of objects including quoits, beanbags, balls, hoops • Can negotiate obstacles showing increased control of body and limbs
Summer 2	<p><u>P.E. Hub. Run, Jump, Throw Unit 2 Year Two</u> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination.</p> <ul style="list-style-type: none"> • Improve running and jumping movements, work for sustained periods of time • Reflect on activities and make connections between a healthy active lifestyle • Experience and improve on jumping for distance and height <p><u>Swimming</u> Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p>

PE Long Term Plan - Year 3

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Autumn 1	<p><u>Invasion Games- Football</u></p> <p><i>Ball Skills-Invasion Focus</i></p> <ul style="list-style-type: none"> -Consolidate and improve the quality of their skills. -Improve their ability to select and apply simple tactics. -Work co-operatively in small groups Recognise how a small game activity can be improved. <p><i>Football festival</i></p> <p>Swimming- Local pool instructor lead.</p> <p>Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p>
Autumn 2	<p>Gym Unit- Year 3 PE hub unit 1</p> <p><i>Devise simple sequences using compositional ideas</i></p> <p><i>Master basic movements including leaping, jumping, balancing and stretching</i></p> <p><i>Work collaboratively to adapt, change and improve individual sequence</i></p>

	<p><i>Modify actions independently using different pathways, directions and shapes</i> <i>Consolidate and improve quality of movements and gymnastics actions</i> <i>Relate strength and flexibility to the actions and movements they are performing</i> <i>To use basic compositional ideas to improve sequence work—unison</i></p> <p>Swimming <i>Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</i></p>
Spring 1	<p>Dance (Unit 1 Y3)- P.E Hub <i>Story as a stimulus- Matilda</i></p> <p><i>Develop and perform simple routines</i> <i>Perform to an audience</i> <i>Practise different sections of a dance aiming to put together a performance</i> <i>Perform using facial expressions</i> <i>Perform with a prop</i></p> <p>Net Wall Games- (Unit 3 Y3)- PE Hub <i>Focus net wall and court games</i> <i>Play in competitive games developing simple tactics</i> <i>Master basic movements including hitting, returning, moving to return</i> <i>Work collaboratively to use basic tactics</i> <i>To identify and describe some rules of net, wall and court games.</i> <i>To serve to begin a game</i> <i>To explore forehand hitting</i></p>
Spring 2	<p>Gymnastics (Unit 2 Year 3) P.E Hub</p> <p><i>Perform with control and confidence a range of basic actions</i> <i>Develop a broader range of new actions</i> <i>Work individually to improve a sequence</i></p> <p><i>Identify similarities and differences in sequences</i> <i>Develop body management over a range of floor exercises</i> <i>Attempt to bring explosive moves into floor work through jumps and leaps</i> <i>Show increasing flexibility in shapes and balances</i></p> <p>Net Wall Games- (Unit 3 Y3)- PE Hub <i>Focus net wall and court games</i> <i>Play in competitive games developing simple tactics</i> <i>Master basic movements including hitting, returning, moving to return</i> <i>Work collaboratively to use basic tactics</i> <i>To identify and describe some rules of net, wall and court games.</i> <i>To serve to begin a game</i> <i>To explore forehand hitting</i></p>
Summer 1	<p>Dance- (Unit 2 Year 3) PE Hub</p> <p><i>Develop and perform simple routines</i> <i>Perform to an audience</i> <i>Building stylistic qualities of Barn Dance through repetition and applying movement to own bodies</i> <i>Building basic creative choreography skills in travelling, dynamics and partner work in the specific style of Barn Dance.</i></p>

	<p>Striking and Fielding games- (Unit 1 cricket Year 3) PE Hub</p> <p><i>Play in competitive games developing simple tactics.</i> <i>Master basic movements including running, throwing, catching and striking</i> <i>Work collaboratively to use basic tactics for batting and fielding</i> <i>To be able to adhere to some of the basic rules of cricket</i> <i>To develop a range of skills to use in isolation and a competitive context</i> <i>To use basic skills with more consistency including striking a bowled ball</i> Cricket festival</p>
Summer 2	<p>Striking and Fielding games- (Unit 1 Rounders Year 3) PE Hub</p> <p><i>Rounders focus</i> <i>Play in competitive games developing simple tactics</i> <i>Master basic movements including running, throwing, catching and striking</i> <i>Work collaboratively to use basic tactics for batting and fielding.</i> <i>To be able to play simple rounders games</i> <i>To apply some rules to games</i> <i>To develop and use simple rounders skills</i></p> <p>Athletics- (Unit 1 Athletics Year 3) PE Hub</p> <p><i>Compete against self and others developing simple technique</i> <i>Master basic movements including running, throwing and jumping</i> <i>Work collaboratively and individually to help improve self and others</i></p> <p><i>Control movements and body actions in response to specific instructions</i> <i>Demonstrate agility and speed</i> <i>Jump for height and distance with control and balance</i> <i>Throw with speed and power and apply appropriate force.</i></p>

The PE hub scheme - PE Long Term Plan - Year 4

This is a flexible long term plan. Units in P.E. can be taught in any term depending on festivals, competitions, visiting coaches and instructors

Autumn 1	<p><u>Invasion Games – Tag Rugby</u></p> <p>Problem solving and Inventing Games (Invasion Focus)</p> <p>Children should learn to:</p> <ul style="list-style-type: none"> To consolidate and improve their skills in creative and problem solving situation. To adapt and transfer appropriate principles of play and tactics. To make up rules and be prepared to modify or change them. To cooperate and make collective decisions. <p>Tag rugby festival</p> <p><u>Dance Unit 1</u></p> <p>Children should learn to:</p> <ul style="list-style-type: none"> To respond imaginatively to a range of stimuli related to character Use simple movement patterns to structure dance phrases. To evaluate dance following specific criteria.
Autumn 2	<p><u>Invasion Games – Hockey</u></p> <p>Invasion Games</p> <p>Children should learn to:</p> <ul style="list-style-type: none"> To develop a range and consistency of their skills in the games played. To play in small invasion games using a variety of formations. To understand, use and adapt simple tactics.

	<ul style="list-style-type: none"> To play to the rules. <p>Hockey festival</p> <p><u>Gym Unit 1</u> Q-Receiving Body Weight Children should learn to :</p> <ul style="list-style-type: none"> To understand how different parts are capable of transferring and receiving body weight. To move into and from a range of skills with control and accuracy. To create sequences showing contrasts in shape, speed and level. To move and construct their own apparatus and transfer work safely from the floor. <p>S- Rolling Children will learn to:</p> <ul style="list-style-type: none"> To rotate and roll on different body parts. To rotate and roll in different directions showing different shapes, sizes and speeds. To create a sequence with a partner on floor and apparatus using a variety of linking movements. To observe the work of others and make judgements against given criteria. <p>Gymnastics festival</p>
Spring 1	<p><u>Net Wall Games</u></p> <ul style="list-style-type: none"> To explore different type of shots (forehand, backhand) To serve underarm and begin to serve overarm To work to return a serve To demonstrate different court positions in game play <p><u>Fencing</u> Delivered by access coaching staff. Fencing festival</p> <p><u>Skippping skills/dance</u> Children should learn to:</p> <ul style="list-style-type: none"> To develop simple motifs. To use different partner work devices. To perform a dance with two sections A and B. To capture the mood of a dance. Develop understanding of the individual skipping skills needed for festival. <p>Skippping festival</p>
Spring 2	<p><u>Net Wall Games – Netball</u> Net, Court, Wall Games Children will learn to:</p> <ul style="list-style-type: none"> Introduce basic netball positions/techniques Acquire and apply basic shooting techniques Demonstrate and implement some basic netball rules Develop netball skill such as marking and footwork <p><u>Gym Unit (Gail delivery)</u> Q-Receiving Body Weight Children should learn to :</p> <ul style="list-style-type: none"> To understand how different parts are capable of transferring and receiving body weight.

	<ul style="list-style-type: none"> • To move into and from a range of skills with control and accuracy. • To create sequences showing contrasts in shape, speed and level. • To move and construct their own apparatus and transfer work safely from the floor. <p>R-Balance leading into change of front and direction Children will learn to:</p> <ul style="list-style-type: none"> • To move into and from specific planned balances with an awareness of change of front. • To identify and use planned variations in direction. • To create a sequence with a partner on floor and apparatus to show changes of front and direction. • To observe and describe the movements of others using appropriate language. <p>Outdoor and Adventurous Residential Visit to the Local Authority Residential centre High Borrans.</p>
Summer 1	<p><u>Rounders</u> Striking and Fielding Games Children should learn to :</p> <ul style="list-style-type: none"> • To consolidate skills and improve technique. • To receive a ball from one direction and strike it into or field it from another direction. • To develop simple tactics in a game activity. • To understand what makes up good technique. <p><u>Athletics</u> Children should learn to:</p> <ul style="list-style-type: none"> • To consolidate the quality and range of techniques they use for their particular activities. • To develop their ability to use simple tactics in different situations. • To know and describe the short-term effects of exercise on the body. • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps, and throws. • To describe and evaluate the effectiveness of performances.
Summer 2	<p><u>Cricket</u> Striking and Fielding Games Children should learn to :</p> <ul style="list-style-type: none"> • To consolidate skills and improve technique consistently. • To receive a ball from one direction and strike it into or field it from another direction. • To develop simple tactics in a game activity. • To understand what makes up good technique. <p><u>Athletics</u> Children should learn to:</p> <ul style="list-style-type: none"> • To consolidate and improve the quality, range and consistency of the techniques they used for specific activities. • To develop their ability to choose and use simple tactics and strengths in different situations. • To describe how the body reacts to different types of activity. • To describe and evaluate the effectiveness of performance and recognise aspects that need improving.