



# Curriculum Learning Guide

# Physical Education

**How is PE taught at  
East Morton CE Primary School?**



## How is PE taught at East Morton CE Primary School? 2019/2020

### Curriculum Intent

#### What do we want to achieve with our PE curriculum?

At East Morton CE Primary, we believe that our high-quality Physical Education curriculum provides learners with every opportunity to achieve, succeed and excel in competitive sport and physically demanding activities. Our PE curriculum, which is closely aligned to the National Curriculum, allows learners to undertake a carefully sequenced learning journey, which weaves together **knowledge, skills and understanding** and enables them to become confident and competent in ways which support their physical health and fitness, as well as their positive mental health and well-being.

PE plays an important part in the provision of a broad and balanced curriculum at East Morton CE Primary, and this is complemented by the varied additional opportunities we provide (in collaboration with our many partners) for learners to compete in sporting and physical activities which are tailored to their interests and emerging strengths. Our approach to PE and events ensures that learners are consistently given opportunities to develop their personal strengths and qualities, to build character and to make links and put into action the school's core value of 'love', through key themes integral to sport and competition such as fairness and respect. Our inclusive approach provides many opportunities for learners to develop their communication, collaboration and leadership skills.

### Implementation

#### How will this be achieved?

We have created a curriculum which weaves together fundamentals of spatial awareness and movement, alongside key skills and understanding within the key areas of athletics, dance, gymnastics, invasion games, striking and fielding, outdoor and adventurous activity and swimming. Our progressive PE curriculum provides wide and varied opportunities to learn and apply new skills and knowledge, building each year, on learners' prior knowledge and experience. This is supported by good quality feedback, and consistent self and peer evaluation.

Within Reception, our learners are given regular opportunities to independently get ready for PE and begin to learn what happens to their bodies during PE and physical activity. Our learners are given the freedom to move to music, copy and perform dances and move around safely. Learners also explore managing their own body with and without resources, apparatus and develop fundamental movements at various speeds and heights. They are given many opportunities to jump, slide, crawl and roll to develop coordination and gross motor skills. Various forms of travel are explored with a focus on control, awareness of space and co-

ordination, in conjunction with changing direction safely. Physical coordination is developed throughout our PE curriculum, supported by the use a variety of resources and activities.

As our learners move into KS1, they develop their core movement, become increasingly physically competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, working individually and with others. They are encouraged to explore movement imaginatively, responding to a range of stimuli, including music, plus express and communicate ideas with feelings. As our children acquire further knowledge and a broader range of skills, they are given opportunities to use these in different ways and using different resources. Learners are taught to use a range of movements, such as running, jumping, throwing and catching in isolation and in combination. They are given many opportunities to engage in competitive (both against ones-self and others in school) and co-operative physical activities, in a wide range of situations. Our curriculum in KS1 sees the introduction of water safety education: where learners start to find out about the potential dangers of water, places where they might encounter water, and how they should conduct themselves in these types of environments.

In KS2 our learners continue to develop a broad range of knowledge and skills, they are given opportunities to use them in different ways, in different sports and physical activities. Our learners create and perform dances using a range of movement patterns, including those from different times, places and cultures, alongside a range of stimuli and accompaniment. Through all sporting disciplines flexibility, strength, technique, control and balance are developed. Learners in KS2 develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success and areas for improvement. Learners are given many opportunities to engage in small sided competitive games (both against ones-self and others, in and out of school) and co-operative physical activities, in a range of increasingly challenging situations. All KS2 learners develop their knowledge and understanding of safe practice around areas of water. Year 5 receive swimming instruction to swim competently, confidently and proficiently, as well as using a range of swimming strokes effectively, plus they gain practical skills in performing safe self-rescue in different water-based situations. Children in Year 5 and 6 take part in residential outdoor and adventurous activities that challenge them both individually and within a team. Our learners in KS2 develop their knowledge and understanding of the importance of communication, collaboration and decision making (individually and collectively) as a life skill. A program of 'Young Leaders' is followed in Year 6 and this gives our learners knowledge and practical skills in leading groups of young children in sport and physical activities.

Our assessment of Physical Education is robust as we use the progression statements below for each year group. At the end of each PE unit our learners are given opportunities to self-assess and receive teacher feedback on the objectives which they have achieved and those which they need to work on during their next PE unit. This objective then becomes an area of focus for their next unit of work. Throughout our whole PE provision, opportunities are included for 'extra-curricular' activities so that children are able to practise and develop their skills in different conditions.

Many extra-curricular opportunities are given to our learners during their time at East Morton Primary in order to allow our learners to flourish and achieve their potential. Opportunities for clubs are planned and organised throughout the school day, before school, lunchtimes and after school; these are offered to Early Years, KS1 and KS2 throughout the school year. A comprehensive range of sporting activities, events and festivals are co-ordinated with our partners and offered to Years 3, 4, 5 and 6.

We hold a Healthy Schools Week within school (every two years) where learners work with a range of specialists, from athletes, sports coaches, 1<sup>st</sup> Aid technicians, chefs/cooks, artists, mindfulness, outdoor and adventure leaders and parents. This weekly program looks at all aspects of maintaining healthy lives, fitness, positive mental health and well-being. An individual log is recorded throughout the week by all learners.

All learners at East Morton CE Primary take part in all aspects of our curriculum; our PE curriculum aims to make a difference in each learner's life by providing opportunities that they may not have outside of school. Where required, lessons and resources are adapted to ensure that all learners are included and can access the whole PE curriculum.

### **Cross- Curricular Links**

A wide variety of cross-curricular links are made with Physical Education, for example:

**English**, a development of language associated with keeping healthy, the body and mind, along with specific sporting terminology. Also the learners to articulate their ideas, compare and contrast and evaluate their progress to peers and adults.

**Maths**, counting, positional and directional vocabulary, problem solving, estimating, measuring time and distance and recording data and information. Working practically within an area or perimeter.

**Science**, knowing our body parts and the technical names. Importance of exercise, food, nutrient and hygiene for the body and mind, plus how they grow. Understanding the importance of oxygen, water and food and how they keep our bodies healthy and how they function within our bodies e.g. digestive system.

**Geography**, use of directional language such as north, south east and west.

**PHSE**, understanding which foods are healthy and unhealthy throughout the learners' stages of growth. Keeping ourselves and others safe when engaging in sport and other physical activities. Understanding rules and why we need rules in games and sport.

**P4C & British Values**, feelings of peers and competitors in sport and being able to manage success and disappointment. Mutual respect and tolerance in keeping games and activities fair and following the rules. Working together as a team.

### **Impact**

Learners will:

- know more, remember more and understand more about PE
- Children will enjoy PE, physical activity and sport and will seek additional extra-curricular activities both school and external to school related.
- Participate enthusiastically in PE lessons, with participation levels at 100%

- Benefit from improved wellbeing and fitness, not only through the the PE and sporting skills taught, but through the underpinning values and disciplines this area of the curriculum promotes.
- Be motivated to utilise the skills, attitudes and values taught in school both effectively- either independently or collaboratively- to help them live happy and healthy lives within the community.
- The majority of learners will achieve or exceed age related expectations in PE

## Weaving knowledge, skills and understanding together within the PE Curriculum

### PE: Years 1 - 6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics	<b>Spatial Awareness &amp; Movement</b>					
	<ul style="list-style-type: none"> <li>- To start <b>on the spot</b>, <b>travel</b> and stop <b>safely</b> with control, in response to instructions.</li> <li>- To change <b>speed</b> with control in response to instructions.</li> <li>- To change <b>height (high, low)</b> with control in response to instructions.</li> <li>- Learners use of key language: <b>Faster, quick, slower, start, stop, freeze, still, follow, hop, skip, straight, turn, shake</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different <b>path ways</b>.</li> <li>- <b>Changing direction, speed, pausing</b> and stopping quickly.</li> <li>- To change <b>height</b> (high, low, middle) with <b>control</b> in response to instructions.</li> <li>- <b>Forwards, backwards, sideways, zigzag</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move <b>confidently</b> and safely in different ways, along different path ways.</li> <li>- Changing direction at <b>various</b> speeds and stopping quickly.</li> <li>- Running with speed over short distances and showing <b>awareness</b> of others.</li> <li>- <b>Stride, lunge, diagonally, awareness, responsible</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing direction, speed and stopping quickly.</li> <li>- <b>Power, fluent/cy, efficient, endurance, stability, enthusiasm</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely into specific areas, in different ways, related to the activities that are being conducted.</li> <li>- Changing direction, speed and stopping quickly with more <b>effective reaction time</b>.</li> <li>- <b>Effective, cardiovascular,</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely into specific areas, in different ways, related to the activities that are being conducted.</li> <li>- Changing direction, speed and stopping quickly with more effective reaction time.</li> </ul>
Athletics	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>- Start, stop and change direction safely in response to instructions.</li> <li>- <b>Walk, jog</b> and <b>run</b> with good <b>posture</b> and <b>balance</b>.</li> <li>- Copy movements of a leader with <b>control</b>.</li> <li>- Move <b>quickly</b> to a base in response to voice instructions.</li> <li>- <b>Work together</b> with a partner.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Show and guide a safe landing.</li> <li>- Tell me how the use of arms can help affect jumping high.</li> <li>- Take off from and land in different positions.</li> </ul>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>- Run on a <b>curve</b> and change direction demonstrating speed and <b>agility</b>.</li> <li>- Copy movements of a leader with <b>control</b>.</li> <li>- <b>Travel</b> with control using varying <b>stride lengths co-ordination</b>.</li> <li>- <b>Co-operate</b> and compete with a partner.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Jump for height with control and balance.</li> <li>- Increase ability to jump for distance.</li> <li>- Link <b>multi-step</b>/jump combinations with balance and control.</li> </ul>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>- Run on a <b>curve</b> and change direction demonstrating speed and <b>agility</b>.</li> <li>- <b>Accelerate</b> and <b>decelerate</b> to a base or to retrieve an object.</li> <li>- Complete an obstacle course with speed, control and <b>agility</b>.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a variety of jumping styles.</li> <li>- Perform a hop and jump mixture with balance and control.</li> <li>- Jump for height from a <b>standing position</b> with</li> </ul>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>- To select and maintain a running pace and <b>technique</b> for different distances.</li> <li>- <b>Sprint</b> over short distances as an individual and as part of a team.</li> <li>- To demonstrate and execute efficiently a <b>hand changeover</b> of a baton.</li> <li>- Respond rapidly to a stimulus.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Jump for distance from <b>two feet</b> to two feet.</li> <li>- Hop, step and jump in the correct sequence.</li> <li>- Hop, <b>step</b> and jump with speed and balance.</li> </ul>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>- Accelerate from a variety of <b>static</b> positions with speed and agility</li> <li>- Demonstrate the ability to change speed.</li> <li>- Sprint over and between <b>obstacles</b> using consistent stride lengths.</li> <li>- To select and maintain a running pace for different distances and to build up <b>stamina</b>.</li> <li>- To learn to complete a baton change-over while running.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Using jumping <b>combinations</b> to move around a space.</li> <li>- Hop for distance.</li> <li>- Jump for distance from one foot to two feet.</li> <li>- Jump from <b>side to side</b> with balance, speed and rhythm.</li> </ul>	<p><b>Running</b></p> <ul style="list-style-type: none"> <li>- Demonstrate quick reactions and rapid acceleration.</li> <li>- Sustain jogging and running at a consistent pace to build up stamina over a period of time.</li> <li>- State a '<b>lead leg</b>' preference when sprinting over hurdles.</li> <li>- Accelerate with a team member when engaging in baton change-over (push pass).</li> <li>- Communicating to team members and giving feedback.</li> </ul> <p><b>Jumping</b></p> <ul style="list-style-type: none"> <li>- Perform dynamic combination jump sequences with control.</li> <li>- Perform <b>triple jump</b> combination sequences with balance and control.</li> <li>- Perform a <b>scissor jump</b> from a short run-up.</li> </ul>

	<ul style="list-style-type: none"> <li>- Explore jumping in different ways showing <b>balance</b>.</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>- Perform movements which move and stretch arms and shoulders.</li> <li>- Apply appropriate effort in order to control an objects fight.</li> <li>- <b>Roll</b> a ball to a target.</li> <li>- Use an underarm action to throw to a target.</li> </ul>	<ul style="list-style-type: none"> <li>- Jump with pace from side to side showing co-ordination and balance.</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>- Throw with speed and agility.</li> <li>- <b>Demonstrate</b> a throw getting close to the target low down.</li> <li>- Throw to a high target getting closer to the target.</li> <li>- Use <b>underarm</b> action to throw over increasingly longer distances.</li> </ul>	<p>co-ordinated arms and legs.</p> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>- Throw and <b>retrieve</b> resources safely.</li> <li>- Demonstrate a two-handed <b>push throw</b>.</li> <li>- Demonstrate a variety of throwing methods.</li> <li>- Demonstrate a forward and <b>overhead heave</b> throw.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a short run to jump from <b>one foot</b> to two feet.</li> </ul> <p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>- Perform an arm warm-up exercise correctly.</li> <li>- Describe how the weight and shape of an object affects the object's flight path.</li> <li>- Describe the effect of throwing from a sitting, kneeling and standing position.</li> <li>- Demonstrate the <b>sling throw</b> technique.</li> </ul>	<p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>- Demonstrate speed and co-ordination when passing and receiving a ball.</li> <li>- Demonstrate a dynamic two-handed push throw.</li> <li>- Perform a push throw to reach a target on the ground.</li> <li>- Demonstrate a <b>dynamic</b> sling throw.</li> <li>- Perform as part of a team.</li> </ul>	<p><b>Throwing</b></p> <ul style="list-style-type: none"> <li>- Participate in conditioning exercises individually and as a team.</li> <li>- Demonstrate a controlled pull throw action.</li> <li>- Demonstrate a dynamic heave throw.</li> <li>- Throw with accuracy and <b>velocity</b>.</li> <li>- Observe a team member give accurate feedback.</li> </ul>
Dance	<b>Spatial Awareness &amp; Movement</b>					
	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space.</li> <li>- Using changes of speed, level and direction.</li> <li>- <b>Stamp, wave, gentle, sad, happy.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing rhythm, speed, levels and direction.</li> <li>- <b>Head down, wrapped arms, glum, still as a statue, crouch.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing pattern, speed, levels and direction.</li> <li>- <b>Smoothly, curtsey, gracefully.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing <b>rhythm</b>, speed, levels and direction.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing rhythm, speed, levels and direction.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing rhythm, speed, levels and direction.</li> </ul>
Dance	<b>Dance</b>					
	<ul style="list-style-type: none"> <li>- To explore movement ideas and respond to a range of stimuli.</li> <li>- To explore ideas, based on a theme, and respond with your own ideas.</li> <li>- Movement of body to show how you are <b>feeling</b>.</li> <li>- Copy and explore basic body actions demonstrated by the leader.</li> </ul>	<ul style="list-style-type: none"> <li>- To dance with <b>control</b> and <b>coordination</b>.</li> <li>- To use dance to show mood and feelings.</li> <li>- Make up a short dance, together, sharing ideas of movement.</li> <li>- Make up and link movements to from simple beginning, middle and end (link to a story).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Improvise</b> freely and explore ideas, then <b>translate</b> from a stimulus into movement.</li> <li>- To dance with control and coordination linking <b>sequences</b> together with a partner.</li> <li>- To use dance to express, <b>emotions, mood</b> and feelings.</li> <li>- Compose and link movements to make simple beginnings, middles and ends, working with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>- Respond <b>imaginatively</b> to stimuli to communicate a character, music and or story.</li> <li>- Perform clear and <b>smooth</b> dances that show sensitivity, moods, emotions/ feelings to ideas / stimuli.</li> <li>- Make up dances within a small group.</li> <li>- Use simple dance <b>phrases, motifs</b> and simple choreographic principles.</li> <li>- To describe and <b>interpret</b> their own dance, taking into account character / story.</li> </ul>	<ul style="list-style-type: none"> <li>- Show <b>fluency</b> and control in chosen dances in response to stimuli.</li> <li>- Perform dances with <b>characteristics</b> of different <b>styles, cultures</b> and <b>history</b>.</li> <li>- Adapt and refine (in pairs and or groups), dances that vary direction, space, speed and rhythm.</li> <li>- To describe, interpret and <b>evaluate</b> their own dance, and others' dance, taking account of character and <b>narrative</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- To <b>compose</b> dances by using, <b>adapting</b> and <b>developing</b> steps and <b>formations</b>.</li> <li>- To perform dances expressively, exploring and improvising ideas with a partner or group.</li> <li>- To create and structure motifs, phrases, sections and whole dances, using basic compositional principles.</li> <li>- Aware of and use musical structure, rhythm, mood and dance accordingly.</li> <li>- Use appropriate criteria and terminology to evaluate a performance.</li> </ul>

Gymnastics	<b>Spatial Awareness &amp; Movement</b>					
	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space, on and off apparatus.</li> <li>- Explore moving hands and feet changes of apparatus, height, and direction.</li> <li>- <b>Lifting</b> and <b>carrying</b> small resources safely</li> <li>- <b>Log roll, egg roll, climb, sitting, kneeling, standing up, stillness.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space, on and off apparatus. Using hands and feet (<b>3 points of contact</b>) changes of <b>apparatus</b>, height, and direction.</li> <li>- To think about how <b>weight</b> on different parts of our body affects balance.</li> <li>- Lifting and carrying small and medium sized equipment and <b>resources</b> safely.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space, on and off apparatus. Making decisions to explore and travel safely.</li> <li>- Lifting and carrying small, medium and large equipment, as instructed safely.</li> <li>- <b>Balls of feet, pointed toes.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space, on and off apparatus. Making decisions to explore and travel safely.</li> <li>- Lifting and carrying small, medium and large equipment, individually and in small teams safely as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space, on and off apparatus. Making <b>responsible decisions</b> when Lifting and carrying small, medium and large equipment, individually and in small teams safely as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space, on and off apparatus.</li> <li>- Making responsible decisions when lifting and carrying small, medium and large equipment, individually and in small teams safely as instructed.</li> </ul>
Gymnastics	<b>Gymnastics</b>					
	<ul style="list-style-type: none"> <li>- Develop balance and movement on floor and apparatus.</li> <li>- Different ways of travelling, <b>repeating patterns</b>, around the room using different body parts.</li> <li>- Making body <b>tense, relaxed, curled</b> and stretched.</li> <li>- Making simple body shapes: <b>Straight Stretch, Star, Tuck, Pike</b> and <b>Straddle</b> and <b>linking</b> them together.</li> <li>- Simple <b>climb</b> and <b>hang</b> actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore and perform gymnastic shapes: <b>Dish, Arch, Front Support, Back Support</b> and showing <b>tension</b> and control.</li> <li>- Copy, create and link gymnastic shapes into a sequence of movements.</li> <li>- Explore different ways of stretching, balancing, rolling and travelling, with a range of apparatus?</li> <li>- Climbing and travelling – 3 points of contact.</li> </ul>	<ul style="list-style-type: none"> <li>- To develop agility, strength and <b>suppleness</b> to improve working across apparatus, height, and travel movements.</li> <li>- Explore and perform gymnastic shapes, along with travelling.</li> <li>- <b>Copy, create</b> and <b>link</b> gymnastic sequences to suit different types of apparatus and criteria.</li> <li>- Incorporate own ideas, with more complex travel actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Share ideas and give positive criticism / advice to self and others.</li> <li>- Create and perform <b>mirroring</b> sequences explaining how it could be improved.</li> <li>- <b>Linking</b> traveling, at a range of heights, with shapes and balance using floor and apparatus with good body posture, control and movement.</li> <li>- Can <b>compare</b> and <b>contrast</b> gymnastic sequences.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Combine</b> own work with that of others, identifying strengths and weaknesses.</li> <li>- Include change of speed, direction and shape in movements.</li> <li>- To create <b>symmetrical</b> and <b>asymmetrical</b> body shapes.</li> <li>- To perform <b>counterbalances</b> and incorporate them into their sequences.</li> <li>- Create <b>mirroring, matching, cannon (pair)</b> sequence varying <b>dynamics</b>, levels and direction etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Select a suitable routine to perform to different audiences.</li> <li>- Transfer sequences above onto suitably arranged apparatus and floor.</li> <li>- Perform a sequence as an individual; pair and group to a piece of music.</li> <li>- Develop basic method of <b>flight</b>, understanding the sequence that includes this skill.</li> <li>- Demonstrate a range of challenging balances using various skills and actions.</li> </ul>
Invasion Games	<b>Spatial Awareness &amp; Movement</b>					
	<ul style="list-style-type: none"> <li>- To move confidently and safely in their own and general space (look, listen and think!).</li> <li>- Using hands and feet to change speed, level and direction.</li> <li>- To experience moving into space safely and confidently with a range of different resources.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing direction, dodging and stopping quickly.</li> <li>- Finding space, moving carefully, changing direction and speed and avoiding <b>collisions</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing direction, <b>dodging</b> and stopping quickly.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing direction, dodging and stopping quickly.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing direction (forwards, backwards, <b>left, right</b>, turn, <b>twist</b> and <b>diagonally</b>).</li> <li>- To use speed and or <b>static</b> positions to create space.</li> </ul>	<ul style="list-style-type: none"> <li>- To move confidently and safely in different ways, along different path ways. Changing direction (forwards, backwards, left, right, turn, twist and diagonally).</li> <li>- To use speed and or static positions to create space.</li> </ul>

	<b>Invasion Games</b>					
	<b>Invasion Games</b> - Explore sending, receiving, <b>underarm throwing, bouncing, catching, kicking</b> with hands and feet, while still and or moving. - To explore and use skills, actions and ideas individually to suit the game they are playing. - To take part in sharing games or physical activities. - To take part in games both non-competitive and competitive (individually and team), in a range of increasingly challenging situations.	<b>Invasion Games</b> - <b>Send, pass, receive,</b> underarm throw, bounce, catch and pass with hands or feet with increased success. - Improve ways to move and control your body when throwing, catching, <b>dribbling, balancing, kicking, shooting</b> and controlling resources, while still and or moving in different directions. - Use a variety of hand and feet skills to control resources. - To take part in games both non-competitive and competitive (individually and team), in a range of increasingly <b>challenging</b> situations.	<b>Invasion Games</b> - To consolidate and improve <b>techniques</b> and skills of sending, receiving, catching, dribbling, passing and controlling resources. - To consolidate and improve the quality of their techniques and skills and their ability to link movements. - Participate in team games using above skills and show an awareness and ideas to create space. - To engage in competitive (individually and team) and know the rules of the game and apply them <b>fairly</b> .	<b>Invasion Games</b> - Demonstrate dribbling skills and <b>stopping techniques</b> to maintain <b>possession</b> . - To develop a range of and consistency of passing and receiving skills. - Understand where the space is and move into space while controlling the object or to offer support ( <b>attacking</b> ). - Marking an opponent and learning the skills of interception or tackling ( <b>defending</b> ). - To <b>engage</b> in competitive activity as a team member and learn to be effective when you have not got the ball. - Participate in team games, demonstrating a variety of the above skills to support team-mates and cause problems for the <b>opposition</b>	<b>Invasion Games</b> - To use a range of foot, <b>head</b> and <b>hand techniques</b> to pass, dribble, shoot and score. - Use a range of ways to keep a ball under control: head, <b>knee</b> and foot. - As an attacker look at <b>strategies</b> to lose a defender. - As a defender look at strategies to reduce an attackers impact. - To understand, demonstrate and apply a range of <b>tactics/strategies</b> for attacking and defending while in a game situation. - Participate in team games, against other school, demonstrating a variety of the above skills to support team-mates and <b>cause problems</b> for the opposition	<b>Invasion Games</b> - To be able to <b>evade</b> and tag an opponent. - Play effectively as player in a quick changing game from attack to defence and vice versa. - Refining attacking and defending skills across a range of invasion games. - Know when to defend and what skills could be used. - <b>Seize</b> the opportunity to attack and score points. - To choose, combine and perform skills more fluently and effectively in games. - Participate in team games against other schools, understanding and applying a range of tactics for attacking and defending to support team-mates and cause problems for the opposition.
<b>Netwall, Striking &amp; Fielding</b>	<b>Spatial Awareness &amp; Movement</b>					
	- To move confidently and safely in their own and general space with resources ( <b>bats, rackets &amp; balls</b> etc.). - Using hands and feet to change speed, level, and direction.	- To move confidently and safely in different ways, along different path ways. Changing direction, <b>twisting, turning</b> and stopping quickly.	- To move confidently and safely in different ways, along different path ways. Changing from a stationery position, to moving forwards, backwards, left, right and diagonally.	- To move confidently and safely in different ways, along different path ways. Changing from a stationery position, to moving forwards, backwards, left, right and diagonally.	- To move confidently and safely in different ways, along different path ways. Changing direction (forwards, backwards, left, right, turn, twist and diagonally). - To use speed and or static positions to create space.	- To move confidently and safely in different ways, along different path ways. - Changing direction (forwards, backwards, left, right, turn, twist and diagonally) at speed, <b>reacting</b> to one's opponents. - To use speed and or static positions to create space.
	<b>Striking &amp; Fielding, &amp; Net Wall</b>					
	- Using hands to balance and <b>control objects</b> on them. - Learning how to aim and <b>throw</b> objects to a target or <b>catch</b> . - How to hold a <b>bean bag, quoit</b> and <b>ball</b> to balance on body parts. - Playing short individual and team games that	- Learning how to <b>aim, roll</b> and throw objects to a target or catch. - Using hands to balance and control objects on them and then to strike the object. - Learn to stand, balance and get in the ' <b>ready position</b> '.	- To increase <b>accuracy</b> when aiming and throwing an object to a target or for catching. - Using bats/ rackets, <b>stance</b> to balance, into the 'ready position, and control objects, prior to tapping or <b>striking</b> an object. Using <b>two hand</b> for <b>firm grip</b> and control.	- Tapping/ striking a ball to a partner in a designated space. - Introduce <b>net type</b> obstacles to strike ball over and bounce and return. - Develop two hand control and introduce <b>one handed</b> control. - Developing a range of skills to participate in tennis,	- Demonstrate <b>correct swing</b> techniques and control the <b>pathway</b> of bat/racket. - Develop from ready position into movement and position to strike the object <b>fluently</b> . - Demonstrate skills and techniques of bowling, batting and <b>fielding</b> .	- To use the correct swing technique and control with fluent swings keeping the path of the bat/racket the same. - Serve the ball accurately enabling team mates to send it back accurately. - Develop knowledge and understanding of the <b>rules</b> of

	involve a variety of equipment, that require balance, throwing, catching, control and moving. - Movement to <b>bases</b> or <b>station</b> that require retrieving of objects	- Learn to hold a bat to balance an object and then <b>tapping</b> the object up and down or round the floor space. - Playing short games that involve <b>control</b> and score points.	- Introduce specific games <b>terminology: back hand</b> and <b>forehand</b> etc. - Using two hands to control object. - Playing short games that involve <b>control</b> and scoring points.	rounder's and cricket type games. - Playing short games that develops skills and understanding of fielding during a game. - Choose and use a range of simple <b>tactics</b> in isolation and in a game context.	- To develop the range and consistency of their skills, <b>rallies, volley</b> , forehand, backhand etc. - Use fielding skills to stop the ball effectively. - To throw and catch when under pressure. - To link together a range of skills and use in <b>combination</b> to contribute in the game.	sports such as, cricket, tennis, badminton and rounders. - Understanding the area of the pitch and the rules of a specific sport. - Use a range of tactics and strategies for attacking, defending and fielding. - To collaborate as a team to choose, use and adapt rules in a game.
<b>Swimming &amp; Water Safety</b>	<b>Swimming &amp; Water Safety</b>					
	- Discuss what activities do children like and enjoy doing with <b>water</b> in the classroom. - Discuss what activities do older children like and enjoy doing with water in <b>East Morton</b> or local environment? - Water can be <b>fun</b> and <b>enjoyable</b> , however, keep safe.	- Discuss what areas or environments have lots of water ( <b>bath, pond, swimming pool, lakes and rivers, reservoirs, canals and the sea</b> )? - Who goes <b>swimming</b> , where and who with? - What do you learn at your swimming <b>lessons</b> ? - Water can be fun and enjoyable, however, <b>keep safe</b> .	- Develop from Year 2 and build on the knowledge, understanding and skills to do with swimming and <b>water safety</b> . - what areas or <b>environments</b> have lots of water (bath, pond, swimming pool, lakes and rivers, reservoirs, canals and the sea)? - Who goes swimming, where and who with? - What do you learn at your swimming lessons?	- Class based visit from an outside provider to teach the children on <b>safe practices</b> to do with water and water safety.	<b>Beginners:</b> - To gain confidence in the water by <b>correct entry</b> and <b>exit</b> , travelling in various ways through water. - To develop travel in <b>vertical or horizontal position</b> and introduce <b>floats</b> . - To understand water can <b>support</b> your body and float with <b>face down</b> , with or without support. - To develop <b>push</b> and <b>glides</b> , any <b>kick</b> action front and back with or without support aids. <b>Developing:</b> - To show <b>breath control</b> whilst kicking legs and <b>arms strokes</b> to <b>propel</b> themselves across water. - Developing the different range of strokes (front or back) to enable them to swim over a distance of 25 metres.	<b>Developing:</b> - Developing <b>stamina</b> within water to aid stroke improvement and support <b>personal survival</b> skills. <b>Master:</b> - To co-ordinate the different elements of each stroke to become an effective and efficient swimmer. - To carry out distance swimming. - To choose, use and vary skills, according to the task and challenge. - To complete and apply safe self-rescue in different water-based situations. <b>All Children:</b> - To understand how to perform safe self-recue in different water-based situations. - To learn and understand how to <b>assist</b> another person who is having difficulty in water.
<b>Outdoor &amp; Adventure</b>	<b>Spatial Awareness &amp; Movement</b>					
	- To follow the instructions from adults when walking around East Morton Village. Always 'looking, listening and thinking' about where we are walking to from and too. Moving around safely with other	- To follow the <b>instructions</b> from adults when walking around areas that may be new. Always 'looking, listening and thinking' about where we are traveling from and too. Talking to each other	- To move confidently and safely in different ways, along different <b>path ways</b> . Changing direction, <b>terrain</b> and <b>obstacles</b> . - To make decisions and check that a <b>route</b> is safe to follow.	- To <b>orienteer</b> confidently and safely in different ways, along different path ways. - Changing direction, terrain and obstacles.	-The learners orienteer themselves in unfamiliar settings, using maps and clues within the setting. -They learn how to work safely in a range of challenging situations.	-The learners demonstrate their orienteering skills in unfamiliar settings, using maps and clues within the setting. -They learn new skills in a range of settings such as a pond, lake, caves and hills, and show respect for these habitats.

	children, staff, <b>pedestrians</b> and traffic.	about keeping ourselves safe.				-They learn how to work safely in a range of challenging situations.
	<b>Outdoor and Adventure</b>					
	- Year 1 have regular visits throughout the year to the local church. - <b>Outdoor</b> day trips to venues such as, Eureka, York and a Zoo linked to school local topic work. Learning to respect our environments beyond East Morton.	- Year 2 conduct learning within our own environmental garden to recognise their own space and solve simple challenges, such as <b>pond dipping</b> and working together. - Outdoor day trips to venues such as, Skipton Castle and the seaside, linked to school local topic work.	- Year 3 have learning opportunities in a variety of different communities. - Outdoor visits to Nell Bank, York, Yorkshire Museum, Royal Armouries and Hadrian's Wall give the children a range of settings to follow different <b>routes</b> and organise themselves.	- Year 4 outdoor day trips to venues such as, Jorvik Viking Centre, St. Ives Woodland, Cliffe Castle and Murton Park. - To follow a <b>map</b> in different environments. context. - Learning about the natural environment and an understanding of <b>conservation</b> . - <b>Acquiring</b> and developing a range of skills in outdoor activities and exploration.	- Year 5 outdoor day trips to venues such as, Yorkshire Sculpture Park and the National Science Museum and Media Museum. - <b>Residential</b> visit to Ingleborough Hall for 3 days. - To follow a map and orienteer themselves successfully. - To make decisions and check that a route is safe to follow. - To work with others to meet challenges in a different outdoor environment.	- Year 6 outdoor day trips to venues such as, Bolton Abbey, Jorvik Viking Centre, Cartwright Hall, Malham Cove and Manchester Museum. - Residential visit to Robin Wood for 3 days. - Participating in outdoor activities with challenge and adventure. - I can plan with others taking into account safety and potential dangers. - I can work as a team and personal, social and environmental awareness.
<b>Health &amp; Wellbeing</b>	<b>Health &amp; Wellbeing</b>					
	- To independently get ready for PE in a brisker and efficient manner. - <b>Warm-up</b> prior to all lessons and why we need to: <b>reach, stretching muscles, heart pumping</b> (elastic band demonstration) <b>blood, moving</b> around the body ( <b>oxygen, food &amp; water</b> ). - Learners can identify simple changes that happen to their body in PE, such as <b>feel warm, red face, heart 'bumping', tired</b> . - Learners use language such as: <b>heart pumping, warm, hot face, air, lungs</b> . - Use of <b>bare feet</b> (subject to medical reason) for certain PE lessons and reasons why?	- Learners can describe the effect that <b>exercise</b> and <b>physical activity</b> has on one's body. - Can explain why we <b>cool down</b> at the end of all lessons and why we need to: stretching muscles (elastic band demonstration), heart <b>beating</b> faster, blood <b>circulating</b> around the body ( <b>oxygen, food &amp; water</b> ). - Demonstrate <b>cool down</b> at the end of all PE lessons and the reasons why?	- Learners can explain why we warm-up / warm-up in all lessons and why we need to: stretching muscles, heart pumping blood (oxygen, food & water). - Introduce preparing the mind as part of the warm-up, for what we are learning or practising today. - Learners understand why we need to cool our bodies down at the end of PE.	- Learners can explain and <b>demonstrate</b> accurate warm-ups prior to all lessons and <b>cool downs</b> at the end. - They can understand the importance of preparing the mind during our <b>warm-up</b> . - How PE and physical activity can help one's <b>wellbeing (comfortable, healthy and or happy)</b> .	- Learners can explain how PE, physical activity and sport can help one's <b>wellbeing (comfortable, healthy and or happy)</b> . - <b>Mindfulness</b> , being conscious of your physical and mental state in the present moment, being calmly aware of your thoughts, feelings and emotions.	- Learners can explain how PE, physical activity and sport can help one's <b>wellbeing (comfortable, healthy and or happy)</b> . - <b>Mindfulness</b> , being conscious of your physical and mental state in the present moment, being calmly aware of your thoughts, feelings and emotions.
<b>Evaluate</b>	<b>Evaluate</b>					
	- Learners can comment or show,	- Learners can comment positively on their own	- Learners can comment positively on their own	- Learners <b>watch</b> and <b>describe performances accurately</b> .	- Learners, learn from others and how they may <b>adapt</b> and <b>improvise</b> their skills.	- Learners can describe and <b>communicate</b> tactics and strategies to aid

	<p>what they have <b>done well</b>.</p> <ul style="list-style-type: none"> <li>- Can they show or tell you one thing they could <b>do better</b>.</li> </ul>	<p>and others <b>performance</b>.</p> <ul style="list-style-type: none"> <li>- They can give an <b>idea</b> or <b>show</b> how they could or others have <b>performed</b> better and how to improve.</li> <li>- Learners can explain the reasons why <b>PE</b>, is important for your <b>health</b>.</li> </ul>	<p>and others performance.</p> <ul style="list-style-type: none"> <li>- They can give an opinion, or idea how they and others can improve a skill or technique.</li> <li>- Learners can explain the reasons why PE, <b>physical activity</b>, exercise is important for your health.</li> </ul>	<ul style="list-style-type: none"> <li>- They work with others and <b>discuss</b> how to improve each other's performance.</li> <li>- Learners can explain the reasons why PE, physical activity, <b>exercise</b> is important for your health.</li> </ul>	<ul style="list-style-type: none"> <li>- They can <b>communicate</b> to each other on <b>tactics</b> and <b>techniques</b> to aid improved performance.</li> <li>- Learners lead and demonstrate whole class warm-ups and cool downs.</li> </ul>	<p>improvement when in competition.</p> <ul style="list-style-type: none"> <li>- They can make suggestions on how to improve their work, commenting on <b>similarities</b> and <b>differences</b>.</li> </ul>
<b>Young Leaders</b>	<b>Young Leaders</b>					
				<ul style="list-style-type: none"> <li>- Year 4 pupils are given the opportunity and <b>responsibility to deliver</b> a warm-up exercise to the rest of their peers.</li> <li>- Year 4 pupils are given the opportunity and responsibility to deliver a cool-down exercise to the rest of their peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Year 5 pupils are given the opportunity and responsibility to support the dinner time staff within the hall.</li> <li>- The learners conduct a series of roles that require <b>social interaction</b> with younger children.</li> <li>- The Year 5 children can <b>communicate</b> and <b>reward</b> the children with 'counters'.</li> <li>- Year 5 manage a daily and weekly timetable and <b>support</b> each other when required.</li> </ul>	<ul style="list-style-type: none"> <li>- To give Year 6 pupils the opportunity to <b>lead</b> an activity with small groups of children throughout the school year.</li> <li>- To <b>guide</b> the pupils in how a 'Young Leader' leads.</li> <li>- To <b>identify</b> the key skills that a 'Young Leader' require: <b>Safety, Organisation, Communication, Co-operation, Enjoyment and Responsibility = SOCCER</b>.</li> <li>- To give the Year 6 pupils practical opportunities to lead with each other, then discuss, <b>evaluate</b> and improve.</li> </ul>

**Key Vocabulary for each unit/year group in bold.**



## Long Term Planning PE 2020-21

<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	Athletics	Gymnastics	Invasion Games, (Fundamental Movement & Skills)	Dance	Invasion Games (Competition & Co-operational Activities)	Outdoor & Adventure, (Water Safety)
<b>Year 2</b>	Gymnastics	Athletics	Invasion Games	Outdoor & Adventure	Net wall, Striking and Fielding	Dance, (Water Safety)
<b>Year 3</b>	Invasion Games	Athletics	Dance	Gymnastics	Net wall, Striking and Fielding	Outdoor & Adventure, (Water Safety)
<b>Year 4</b>	Athletics	Gymnastics	Dance	Outdoor & Adventure	Invasion Games	Net wall, Striking and Fielding (Water Safety)
<b>Year 5</b>	Dance	Athletics	Gymnastics & Outdoor and Adventure	Invasion Games & Swimming	Net wall, Striking and Fielding & Swimming	Outdoor and adventure & Swimming (Water Safety)
<b>Year 6</b>	Young Leaders & Athletics	Dance, Outdoor & Adventurous Activities	Invasion Games	Gymnastics	Striking and Fielding	Net wall, (Water Safety)