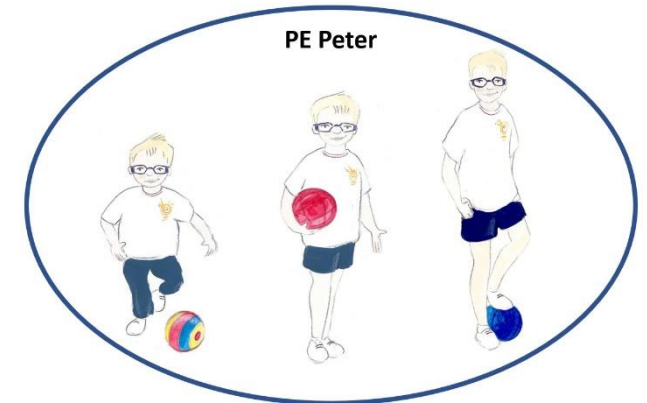




# Physical Education

## Long Term Curriculum Map

### Whole School Scheme of Learning



#### **Intent: This is what we want for your child.**

At Barley Fields, we aim to inspire a love of physical activity for every child, and we are committed to ensuring that our children lead healthy and active lifestyles with positive attitudes that go beyond their school years. We want our children's experience of PE to be exciting, motivating and fun, creating lifelong happy memories. At Barley Fields, we celebrate sporting success within school and recognise local and national sporting role models as we empower our children to strive for sporting excellence, become successful leaders or confident officials.

We aim to provide a curriculum that develop children's physical literacy and enhances their physical skills, promotes social and emotional development and deepens their knowledge and understanding across a variety of sporting disciplines. Through our PE curriculum we want our children to develop core transferable life skills such as: resilience, respect, teamwork, leadership and determination. These principles are in line with our growth mind-set ethos and are linked to the School Games core values. We are dedicated to ensuring healthy minds, as well as bodies, with our children's well-being at the heart of everything we do. We are committed to listening to our children's wants and needs and provide them with a range of active experiences and clubs both in school and through links with our wider community.

#### **Implementation: This is what it will look like in the classroom.**

Our children follow a unique and progressive PE curriculum that supports their physical development, allows them to engage in competitive sports and activities and promotes healthy and active lifestyles from Early Years to Year 6.

We follow a carefully structured and rigorous PE curriculum that is supported by Complete PE guidance. Our curriculum is tailored to meet our children's needs and provides a comprehensive framework, aligned with the National Curriculum, to ensure children know more; do more and remember more as they progress through school.

Our curriculum is taught across seven main sporting strands:

Gymnastics	Dance	Athletics	Games	Swimming	Health Related Exercise	Outdoor Adventurous Activity
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Through our curriculum and the seven sporting strands, we embed children's physical, social, cognitive and emotional elements of development through progressive sequences of learning. In the Early Years, children's physical development is of high importance and is a prime area of the Early Years Statutory Framework. Children have


daily opportunities to develop their gross and fine motor skills through play and experiences aimed at developing strength, co-ordination and positional awareness. Throughout Key Stage One and Key Stage Two, we organise learning in PE through skills progression in each sporting strand. This enables our children to develop new skills and build upon them by following structured units throughout each phase. Our curriculum is 'skills rich' with a clear pathway to develop each individual to their maximum potential as we recognise that all children can achieve in sport.

All children enjoy 2 hours of structured PE a week. A large proportion of our PE curriculum is delivered by qualified teachers specialising in PE and sport coaches who are specialists in their fields. Our teaching and learning in PE is adaptive, interactive and practical which provides children with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. The teaching of PE is enhanced through the use of carefully selected PE equipment and is delivered across a range of both outdoor and indoor facilities.

To increase opportunities and inspire children to be active, we enrich our PE curriculum with sporting activities after school and during lunchtimes. We work closely alongside the local School Sports Partnership and our children are given regular opportunities to engage in sports festivals, intra, and inter school competitions.


Our curriculum character is designed to represent the expected PE curriculum endpoints in each key stage. These end-points are written in a child-friendly way and are shared regularly with the children to identify the core skills and knowledge needed to develop in physical activity and sport. The curriculum character for PE is 'PE Peter', whose image and skill set grows with the children as they move through school. Teachers use 'PE Peter' as a reference point for children to show what they should be able to do in PE in each key phase.

**Early Years  
P.E. Peter**




- ✓ I like to be active in my play and enjoy running, jumping and skipping.
- ✓ I can control and move my body in different ways.
- ✓ I can coordinate my movements in different ways.
- ✓ I know how to keep my body healthy.

**Key Stage 1  
PE Peter**



- ✓ I take part in lots of different sports activities.
- ✓ I can move my body in different ways.
- ✓ I can coordinate my movements in different ways.
- ✓ I know how to keep my body healthy.
- ✓ I work well in a team.

**Key Stage 2  
PE Peter**



- ✓ I take an active part in lots of different sporting activities.
- ✓ I work hard to develop and improve my physical skills.
- ✓ I know how to keep my body fit and healthy.
- ✓ I show good teamwork and cooperation when playing games.
- ✓ I enjoy competitive activities.

We are proud to offer a PE curriculum informed by the latest research and which undergoes regular reviews and updates to ensure its relevance and effectiveness. We are committed to offering our children a PE curriculum that ensures they develop to lead active and healthy lifestyles as well as opportunities to compete and excel in sport.

**Impact: This is what it will mean for our children.**

At Barley Fields, PE; School Sport; and Physical Activity are woven into the fabric of daily life- fostering holistic development and a lifelong love for being active. Children will understand that PE is vital in developing many transferrable life skills needed for their future. Children will have a positive view of PE due to learning experiences where growth mind-set is at the heart of learning.

Our PE curriculum leads to children who:







- Have fun and experience success in sport
- Lead healthy and active lives, picking up positive habits for their future lives.
- Can join in at their own level of sporting development
- Experience positive, healthy competition
- Develop excellent sporting attitudes
- Feel inspired to join in extra-curricular sporting activities and develop community and club links
- Have opportunities to compete in games and activities as part of a collaborative team.







In addition, we measure the impact of our curriculum through the following methods:

- A celebration of learning which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- Internal monitoring strategies by SLT and the PE leader







We are proud of our children's development of skills in PE which in turn leads to excellent attainment outcomes. We continually observe and formatively assess children against age-related objectives and use this information to plan the next steps in their learning by challenging and consolidating their skills. By the end of each key stage, pupils are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.

School Overview of PE Teaching – Teaching Sequences

Early Years - Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Athletics</b> Walking and Running Enrichment - S. Short</p> <ol style="list-style-type: none"> <li>1. Explore walking</li> <li>2. Develop Walking</li> <li>3. Explore walking in different pathways</li> <li>4. Sustain walking</li> <li>5. Explore marching</li> <li>6. Apply walking into a game</li> </ol>	 <p><b>Games</b> Ball Skills Enrichment - S.Short</p> <ol style="list-style-type: none"> <li>1. Explore pushing</li> <li>2. Explore rolling</li> <li>3. Explore bouncing</li> <li>4. Explore bouncing into space</li> <li>5. Combine pushing and rolling</li> <li>6. Combine rolling, pushing and bouncing</li> </ol>	 <p><b>Gymnastics</b> Levels</p> <ol style="list-style-type: none"> <li>1. Introduction to high</li> <li>2. Introduction to low</li> <li>3. Introduction to the apparatus</li> <li>4. High and low on apparatus</li> <li>5. High, low, over and under</li> <li>6. High, low, over and under extended</li> </ol>	 <p><b>Games</b> Games for Understanding Enrichment – S.Short</p> <ol style="list-style-type: none"> <li>1. Taking turns</li> <li>2. Keeping the score</li> <li>3. Understanding rules: Playing by the rules</li> <li>4. Avoiding a defender (shark)</li> <li>5. Preventing an attacker from scoring: Tagging an attacker (fish)</li> <li>6. Consolidate learning: Applying our understanding of attacking and defending into a game</li> </ol>	 <p><b>Dance and Movement</b> Enrichment - S.Jones</p> <ol style="list-style-type: none"> <li>1. Ourselves: Moving in sequence</li> <li>2. Ourselves: Responding in movement to words and music</li> <li>3. Ourselves: Moving with props and contrasting tempos</li> <li>4. Ourselves: Creating their own movements</li> <li>5. Ourselves: Exploring opposites and creating simple movement sequences</li> <li>6. Ourselves: Working with a partner exploring character movements</li> </ol>	 <p><b>Dance and Movement</b> Enrichment – S.Jones</p> <ol style="list-style-type: none"> <li>1. Humpty Dumpty: Moving in sequence</li> <li>2. Jack and Jill: Creating our own movements</li> <li>3. Hickory, dickory, dock: Creating simple movement sequences</li> <li>4. Three little pigs: Responding in movement to words and music</li> <li>5. Three little pigs: Exploring contrasting tempos</li> <li>6. Little Miss Muffet: Working with a partner exploring character movements</li> </ol>

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Games</b> Introduction to Ball Skills (Hands) PPA</p> <ol style="list-style-type: none"> <li>1. Develop bouncing skills – introduce sending with control</li> <li>2. Introduce aiming with accuracy</li> <li>3. Introduce power and speed when sending a ball</li> <li>4. Introduce stopping a ball</li> <li>5. Develop stopping a ball, combining with sending skills.</li> </ol>	 <p><b>Athletics</b> (Jumping) Teacher Led</p> <ol style="list-style-type: none"> <li>1. Recap on Jumping from EY</li> <li>2. Developing Jumping skills</li> <li>3. Jumping circuits: Explore how jumping affects our bodies</li> </ol> <p><b>Running</b></p> <ol style="list-style-type: none"> <li>1. Explore running</li> <li>2. Apply running into a simple game</li> <li>3. Explore running at different speeds</li> </ol>	 <p><b>Gymnastics</b> (Body Parts) PPA</p> <ol style="list-style-type: none"> <li>1. Introduction to 'big' body parts</li> <li>2. Introduction to 'small' body parts</li> <li>3. Combining movement and shape - big and small with wide, narrow and curled</li> <li>4. Transition between wide narrow and curled using big and small body parts</li> </ol>	 <p><b>Outdoor Adventurous</b> Activity (Teambuilding) PPA</p> <ol style="list-style-type: none"> <li>1. Introduce teamwork: Inclusion</li> <li>2. Develop teamwork skills</li> <li>3. Building trust and developing communication</li> <li>4. Cooperation and communication skills</li> <li>5. Explore simple teamwork strategies</li> </ol>	 <p><b>Health Related Exercise</b> (Agility) Teacher Led</p> <ol style="list-style-type: none"> <li>1. Introduce and explore agility</li> <li>2. Introduce and explore balance</li> <li>3. Introduce and explore coordination: Bouncing, rolling and throwing</li> <li>4. Agility circuit: Part 1</li> <li>5. Balance circuit: Part 1</li> <li>6. Coordination circuit: Part 1</li> </ol>	 <p><b>Games</b> Ball Skills (Using Rackets, Bats and Balls) Teacher Led</p> <ol style="list-style-type: none"> <li>1. Explore pushing (dribbling) a ball with a racket: Sharing our ideas</li> <li>2. Develop pushing (dribbling) a ball with a racket: Introducing control</li> <li>3. Refine pushing (dribbling) a ball with a racket: Applying learning</li> </ol>




<p>6. Combine sending and receiving skills.</p>		<p>5. Adding (linking) movements together 6. Creative ways of adding (linking) movements together</p>	<p>6. Problem solving: Consolidate teamwork skills</p>		<p>4. Explore hitting and develop pushing a ball (with a racket) towards a target 5. Explore hitting a ball (with a racket) with power 6. Explore hitting a ball (with a racket) with accuracy</p>
 <p><b>Dance and Movement</b> Enrichment – Sam J</p> <ol style="list-style-type: none"> <li>1. Responding to Rhythm</li> <li>2. Developing the growing plant dance.</li> <li>3. Introduction to motifs</li> <li>4. Creating motifs</li> <li>5. Creating movement sequence.</li> <li>6. Relationships and performance.</li> </ol>	 <p><b>Games</b> Developing Ball Skills (Hands) PPA</p> <ol style="list-style-type: none"> <li>1. Introduce throwing with accuracy (beanbags)</li> <li>2. Apply throwing with accuracy in a team (beanbags)</li> <li>3. Extend throwing underarm with accuracy</li> <li>4. Introduce stopping a ball (small ball)</li> <li>5. Develop sending (rolling) skills to score a point</li> <li>6. Consolidation of sending (rolling) and stopping skills to win a game.</li> </ol>	 <p><b>Games</b> Ball Skills (Feet) Enrichment – S Short</p> <ol style="list-style-type: none"> <li>1. Recap moving with a ball using our feet</li> <li>2. Developing the skill of moving a ball with the feet</li> <li>3. To apply the skill of dribbling a ball into games</li> <li>4. Consolidate dribbling skills</li> <li>5. Exploring the skill of kicking</li> <li>6. Apply kicking (passing) to score a point</li> </ol>	 <p><b>Dance and Movement</b> Enrichment – S Jones</p>	 <p><b>Athletics</b> (sports day) PPA Running/Jumping Part 2 PPA</p> <ol style="list-style-type: none"> <li>1. Running for speed: What is Acceleration?</li> <li>2. To explore running in a team.</li> <li>3. Consolidate running: Apply running into a competitive game</li> <li>4. Explore and develop the skill of skipping</li> <li>5. Apply skipping and jumping into a game</li> <li>6. Jumping: Level 1 competition</li> </ol>	 <p><b>Games</b> Attack v Defence For Understanding PPA</p> <ol style="list-style-type: none"> <li>1. Understanding the principles of attack</li> <li>2. Apply attacking principles into a game</li> <li>3. Understanding the principles of defence</li> <li>4. Applying defending principles into a game</li> <li>5. Consolidate attacking</li> <li>6. Consolidate defending</li> </ol>

Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Games</b> Developing Ball Skills (Hands) PPA</p> <ol style="list-style-type: none"> <li>1. Develop dribbling: Keeping possession</li> <li>2. Develop passing and receiving: Keeping possession</li> </ol>	 <p><b>Athletics</b> Running/jumping in games Teacher Led</p> <ol style="list-style-type: none"> <li>1. Explore Dodging</li> <li>2. Develop Dodging</li> <li>3. Apply Dodging: Explore Attacking to beat an opponent</li> <li>4. Apply dodging in teams</li> <li>5. Consolidate dodging</li> </ol>	 <p><b>Gymnastics</b> Linking PPA</p> <ol style="list-style-type: none"> <li>1. Developing 'Linking'</li> <li>2. Linking on apparatus</li> <li>3. Jump, roll, balance sequences</li> <li>4. Jump, roll, balance on apparatus</li> <li>5. Creation of sequences</li> </ol>	 <p><b>Outdoor Adventurous Activity</b> Developing Team Building and Co-operation. PPA</p> <ol style="list-style-type: none"> <li>1. Introduce teamwork: Inclusion</li> <li>2. Develop teamwork</li> </ol>	 <p><b>Athletics</b> Sports day PPA</p> <ol style="list-style-type: none"> <li>1. Consolidate jumping</li> <li>2. Apply jumping into a game</li> <li>3. Linking jumping</li> <li>4. Explore jumping combinations</li> <li>5. Develop jumping combinations</li> </ol>	 <p><b>Games</b> (Using Rackets, Bats and Balls) PPA</p> <ol style="list-style-type: none"> <li>1. Extend hitting the ball (with a racket) with accuracy</li> <li>2. Combine hitting a ball (with a racket) with accuracy and power</li> </ol>

<ol style="list-style-type: none"> <li>Combine dribbling, passing and receiving, keeping possession</li> <li>Develop dribbling to score a point</li> <li>Develop passing and receiving to score a point.</li> <li>Combine dribbling, passing and receiving to score a point</li> </ol>	<ol style="list-style-type: none"> <li>Level 1 tournament</li> </ol>	<ol style="list-style-type: none"> <li>Completion of sequences and performance.</li> </ol>	<ol style="list-style-type: none"> <li>Building trust and developing communication</li> <li>Cooperation and communication skills</li> <li>Explore simple teamwork strategies</li> <li>Problem solving: Consolidate teamwork skills</li> </ol>	<ol style="list-style-type: none"> <li>Jumping: Level 1 competition</li> </ol>	<ol style="list-style-type: none"> <li>Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent</li> <li>Introduce hitting (sending/striking) a ball into a space: Where and why?</li> <li>Striking (hitting) the ball (with a bat) with intent</li> <li>Striking the ball (with a bat) into space</li> </ol>
 <p><b>Dance and Movement</b> Enrichment – Sam J</p> <ol style="list-style-type: none"> <li>Introduction to dance actions and explore what a motif is.</li> <li>Explore different ways of travel within Dance.</li> <li>Combine travel and gesture.</li> <li>Explore a variety of turns and jumps.</li> <li>Develop an understanding of stillness.</li> <li>Begin to develop a short motif incorporating taught dance actions.</li> <li>Performance and peer assessment.</li> </ol>	 <p><b>Games</b> Developing Ball Skills (Hands) PPA</p> <ol style="list-style-type: none"> <li>Develop children' application and understanding of underarm throwing</li> <li>Consolidate children' application and understanding of underarm throwing</li> <li>Applying the underarm throw to win a game</li> <li>Applying the underarm throw to beat an opponent</li> <li>Introduce overarm throwing: Applying overarm throwing to win a game.</li> <li>Level 1 Competitio</li> </ol>	 <p><b>Games</b> Developing Ball Skills (Feet) Enrichment – Sal Short</p> <ol style="list-style-type: none"> <li>Develop dribbling: Keeping possession</li> <li>Develop passing and receiving: Keeping possession</li> <li>Combine dribbling, passing and receiving, keeping possession</li> <li>Develop dribbling to score a point</li> <li>Combine dribbling, passing and receiving to score a point</li> <li>Apply dribbling, passing and receiving as a team to score a point</li> </ol>	 <p><b>Dance and Movement</b> Enrichment – S Jones</p> <p>To be reviewed</p>	 <p><b>Health Related Exercise</b> (Exploring Components of Fitness) Teacher Led</p> <ol style="list-style-type: none"> <li>Consolidate agility</li> <li>Consolidate balancing: Explore balancing on apparatus</li> <li>Introduce and explore coordination: Dribbling and kicking</li> <li>Agility circuit: Part 2</li> <li>Balance circuit: Part2.</li> <li>Coordination circuit: Part 2</li> </ol>	 <p><b>Games</b> Games for Understanding Enrichment – Sal Short</p> <ol style="list-style-type: none"> <li>Explore attacking principles through games.</li> <li>Explore defending principles through games.</li> <li>Explore the transition between attack and defence.</li> <li>Discuss simple team attacking tactics.</li> <li>Discuss simple team defending tactics.</li> <li>Level 1 competition.</li> </ol>

Year 3







Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Games</b> (Introduction to Invasion Games – Basketball Focus) Teacher Led</p> <ol style="list-style-type: none"> <li>1. Introduce passing and receiving</li> <li>2. Introduce passing and creating space</li> <li>3. Combine dribbling and passing to create space</li> <li>4. Introduce scoring and the concept of shooting</li> <li>5. Combine dribbling and passing and moving to creating shooting opportunities</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Outdoor Adventurous Activities</b> Problem Solving Teacher led</p> <ol style="list-style-type: none"> <li>1. Benches and mats challenge</li> <li>2. Around the clock challenge</li> <li>3. The pen challenge</li> <li>4. The river rope challenge</li> <li>5. Caving challenges: Part 1</li> <li>6. Caving challenges: Part 2</li> </ol>	 <p><b>Dance and Movement Enrichment – S Jones “The Greatest Showman”.</b></p> <ol style="list-style-type: none"> <li>1. Develop character movements.</li> <li>2. Creating movements to represent different characters and performers in the circus.</li> <li>3. Creating a ‘Circus Performance’ incorporating characterisation linked to a variety of performers.</li> <li>4. Extending our ‘Circus Performance’ incorporating props and apparatus linked to the variety of performers</li> <li>5. Circus Performance</li> </ol>	 <p><b>Health Related Exercise (Mindfulness)</b> PPA</p> <ol style="list-style-type: none"> <li>1. Exploring Relaxation techniques.</li> <li>2. Applying relaxation techniques and using them effectively</li> <li>3. Performing meditative balances</li> <li>4. Performing meditative balances in pairs</li> <li>5. Using props to help us balance in our meditative balances</li> <li>6. Refining focus and balancing skills in pairs using an imaginary prop</li> </ol>	 <p>Dance and Movement Enrichment – S Jones</p> <p>To be reviewed</p>	 <p><b>Games</b> (Developing Invasion principles through Quidditch) PPA</p> <ol style="list-style-type: none"> <li>1. Introduce throwing with accuracy: Beaters (defender) and Bludgers</li> <li>2. Develop passing and receiving: Introducing the role of the Chaser (attacker) and the Quaffle</li> <li>3. Combine moving and passing to keep possession</li> <li>4. Develop passing, moving and changing direction at speed (dodging)</li> <li>5. Introduce shooting</li> <li>6. Level 1 tournament</li> </ol>
 <p><b>Athletics</b> (Running at different speeds) PPA</p> <ol style="list-style-type: none"> <li>1. Explore running for speed</li> <li>2. Develop running for speed</li> <li>3. Introduce relay: Running for speed in a team</li> <li>4. Explore running for distance</li> <li>5. Understand and apply tactics when running for distance</li> <li>6. Cross Country Competition</li> </ol>	 <p><b>Games</b> (Introduction to Invasion Games through Football) PPA</p> <ol style="list-style-type: none"> <li>1. Introduce dribbling: Keeping control</li> <li>2. Develop dribbling: Keeping control</li> <li>3. Introduce passing and receiving</li> <li>4. Combine dribbling and passing to create space</li> <li>5. Develop passing, moving and dribbling</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Gymnastics</b> Symmetry and Asymmetry PPA</p> <ol style="list-style-type: none"> <li>1. Introduction to symmetry and in pairs create balances.</li> <li>2. Application of symmetrical balances on apparatus.</li> <li>3. Introduction of Asymmetry and in pairs create balances.</li> <li>4. Application of Asymmetrical balances on apparatus.</li> <li>5. Sequence formation on mats.</li> <li>6. Sequence formation on both mats and apparatus.</li> </ol>	 <p><b>Games</b> Tennis Enrichment – Sal Short</p> <ol style="list-style-type: none"> <li>1. Introduction to tennis: Outwitting an opponent</li> <li>2. Creating space to win a point</li> <li>3. Consolidate how to win a game</li> <li>4. Introduce rackets skills</li> <li>5. Introduce the forehand</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Athletics</b> PPA Sports Day</p> <ol style="list-style-type: none"> <li>1. Throwing: Accuracy vs distance</li> <li>2. Throwing for distance: Javelin</li> <li>3. Throwing for distance: Shot Put</li> <li>4. Jumping for distance: Standing Long Jump</li> <li>5. Consolidate sports day events</li> <li>6. Competitive Sports Day</li> </ol>	 <p><b>Games</b> (Introduction to Striking and Fielding through Cricket) Enrichment – Sal Short</p> <ol style="list-style-type: none"> <li>1. Understand the concept of batting and fielding</li> <li>2. Introduce throwing overarm</li> <li>3. Introduce throwing underarm</li> <li>4. Introduce catching</li> <li>5. Striking with intent</li> <li>6. Consolidate sequence of learning</li> </ol>
School Cross Country Trials		Swimming	Swimming	Swimming	

leading to Stockton Finals Y3/4 4 places - boys Y34 4 place – girls 25th September @ Norton Cricket Club	Teacher Led 	Teacher Led 	Teacher Led 	
Y3/4 Sports Hall Athletics Durham University 13 <sup>th</sup> November.				

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Games</b> (Developing Invasion games through Basketball) Teacher Led</p> <ol style="list-style-type: none"> <li>1. Refine dribbling</li> <li>2. Refine passing and receiving</li> <li>3. Develop passing and dribbling creating space</li> <li>4. Combine passing and dribbling to create shooting opportunities</li> <li>5. Introduce marking</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Games</b> (Developing Invasion games through Football) Enrichment – Sal Short</p> <ol style="list-style-type: none"> <li>1. Refine dribbling</li> <li>2. Turning</li> <li>3. Refine passing and receiving</li> <li>4. Develop passing and dribbling creating space</li> <li>5. Introduce shooting</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Dance and Movement</b> Enrichment – S Jones <b>The Golden Ticket Dance/ Charlie and the Chocolate Factory</b></p> <ol style="list-style-type: none"> <li>1. Introduce the song and key dance moves with facial expressions</li> <li>2. Children to come up with dance moves for sweet names; i.e. chewy, gooey and melting chocolate</li> <li>3. Children to learn a sequence utilising their dance moves in small groups with a start and finish</li> <li>4. Children to learn a sequence of moves and perform this in unison</li> <li>5. Children to perform and review</li> <li>6. The Golden Ticket' dance.</li> </ol>	 <p><b>Games</b> Tennis (net and wall) Enrichment –Sal Short</p> <ol style="list-style-type: none"> <li>1. Consolidate sequence of learning from year 3, developing the forehand</li> <li>2. Creating space to win a point using a racket</li> <li>3. Introduce the backhand</li> <li>4. Applying the forehand and backhand in game situations</li> <li>5. Applying the forehand and backhand: Creating space to win a point</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Games</b> (Developing Invasion games through Quidditch) PPA</p> <p>Develop the role of the Beater (defender) Develop the role of the Chaser (attacker) Refine dodging Introduce the role of the Keeper Develop the role of the Keeper into a game Level 1 tournament es</p>	 <p><b>Dance and Movement</b> Enrichment – S Jones To be reviewed</p>
 <p><b>Athletics</b> (Exploring Indoor Athletics Events)</p> <ol style="list-style-type: none"> <li>1. Explore running for speed, introduction to kick boards.</li> <li>2. Develop running for speed using under/over obstacles</li> </ol>	 <p><b>Games</b> (Developing Invasion games through Hockey) PPA</p> <ol style="list-style-type: none"> <li>1. Introduce dribbling</li> <li>2. Refine passing: Long and short</li> </ol>	 <p><b>Gymnastics</b> Bridges PPA</p> <ol style="list-style-type: none"> <li>1. Introduction to bridges - Individual and paired.</li> <li>2. Developing bridges that symmetrical and asymmetrical with a partner.</li> </ol>	 <p><b>Outdoor Adventurous Activities</b> (Communication and Tactics)</p> <ol style="list-style-type: none"> <li>1. Creating and applying simple tactics: Noughts and Crosses</li> </ol>	 <p><b>Athletics</b> (Introduction to Athletic Competitions and rules) Teacher Led</p> <ol style="list-style-type: none"> <li>1. Level 1: Running</li> <li>2. Level 1: Throwing</li> <li>3. Level 1: Jumping</li> <li>4. Athletics competitions: Part 1</li> </ol>	 <p><b>Games</b> (Developing Striking and Fielding through Cricket) PPA</p> <ol style="list-style-type: none"> <li>1. Refine batting, understand and develop batting tactics</li> <li>2. Refine bowling, understand and develop bowling tactics</li> </ol>






<ol style="list-style-type: none"> <li>Introduce relay: Running for speed in a team</li> <li>Introduction to indoor athletics competition</li> <li>Explore running for distance</li> <li>Understand and apply tactics when running for distance</li> <li>Cross Country Competition</li> </ol>	<ol style="list-style-type: none"> <li>Develop shooting: Combine passing and dribbling to create shooting opportunities</li> <li>Develop passing and dribbling creating space for attacking opportunities</li> <li>Introduce defending: Blocking and tackling</li> <li>Level 1 tournament</li> </ol>	<ol style="list-style-type: none"> <li>Application of bridge learning onto apparatus</li> <li>Sequence formation and performance.</li> </ol>	<ol style="list-style-type: none"> <li>Developing leadership: Noughts and Crosses</li> <li>Developing communication as a team: Rock, Paper, Scissors</li> <li>Communicating as a team: Code Breakers</li> <li>Communicating to collaborate effectively as a team: Island Hopping</li> <li>Communicating to create defending and attacking tactics as a team: Capture the Flag</li> </ol>	<ol style="list-style-type: none"> <li>Athletics competitions: Part 2</li> <li>Sports Day</li> </ol>	<ol style="list-style-type: none"> <li>Refine fielding, stopping, catching and throwing</li> <li>Combine fielding skills, creating and applying tactics, introduce umpiring and scoring</li> <li>Refine batting, create and apply batting tactics to game scenarios</li> <li>Consolidate sequence of learning</li> </ol>
<p>Swimming Teacher Led</p> 		<p>Swimming Teacher Led</p> 	<p>Relax Kids With Karen Relax Kids Enrichment – K Thompson</p>	<p>Swimming Teacher Led</p> 	
<p>School Cross Country Trials leading to Stockton Finals Y4 4 places - boys Y4 4 place – girls 25<sup>th</sup> September @ Norton Cricket Club</p> 	<p>Y/34 Sports Hall Athletics Durham University 13<sup>th</sup> November.</p> 				

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Outdoor Adventurous Activities Leadership</b> Enrichment – Sal Short</p> <ol style="list-style-type: none"> <li>Understanding what makes an effective leader</li> <li>Communicating as a leader</li> <li>Introducing the STEP principle: Space</li> <li>Exploring the STEP principle: Focusing on the task</li> <li>Continuing to explore the STEP principle:</li> </ol>	 <p><b>Games</b> Invasion – Tag Rugby PPA</p> <ol style="list-style-type: none"> <li>Develop skills in passing, moving and creating space</li> <li>Extend learning into 3v3 mini games</li> <li>Develop defending</li> <li>Develop defending in game situations</li> <li>Combine passing and moving to create an attack and score.</li> </ol>	 <p><b>Games</b> Invasion – Netball PPA</p> <ol style="list-style-type: none"> <li>Refine passing and receiving skills</li> <li>Develop passing and creating space</li> <li>Develop passing, moving and shooting skills</li> <li>Refine passing and shooting skills</li> <li>Develop footwork</li> </ol>	 <p><b>Gymnastics</b> Counter Tension and Counter Balance PPA</p> <ol style="list-style-type: none"> <li>Introduction to Counter Balances.</li> <li>Application of counter balance learning onto apparatus.</li> <li>Sequence formation.</li> </ol>	 <p><b>Games - Striking and Fielding Rouders</b> PPA</p> <ol style="list-style-type: none"> <li>Understanding the concept of rouders</li> <li>Developing fielding: Bowling and backstop</li> <li>Introduce batting: How?</li> <li>Develop batting: Where and why?</li> </ol>	 <p><b>Games - Net and Wall Tennis</b> Teacher Led</p> <ol style="list-style-type: none"> <li>Consolidate sequence of learning from year 4, recap how to outwit an opponent.</li> <li>Introduce a Volley</li> <li>Develop the Volley</li> <li>Control the game from the serve.</li> <li>Doubles: Understanding and applying tactics to win a point.</li> </ol>

6. Organising 'people' assigning equipment to adapt a task	6. Level 1 tournament	6. Level 1 tournament	4. Introduction to Counter tension. 5. Sequence completion. 6. Performance.	5. Introduce and apply basic fielding tactics 6. Level 1 Tournament	6. Level 1 Tournament.
 <p><b>Athletics</b> Cross Country Sports Hall Athletics</p> <ol style="list-style-type: none"> <li>1. Develop Running for distance.</li> <li>2. Running for distance competition – Cross Country</li> <li>3. Sprinting: My personal Best</li> <li>4. Introducing Hurdles</li> <li>5. Running at speed over obstacles</li> <li>6. Level 1 competition – Sports hall Athletics</li> </ol>	 <p><b>Dance and Movement Enrichment – S Jones</b></p> <ol style="list-style-type: none"> <li>1. Using movement to create Street Artists' 'Tags'</li> <li>2. Creating movements that represent street art.</li> <li>3. Extending our movements that represent 'Street Art.'</li> <li>4. Using a variety of concepts/relationships to change and develop our Street Art movements.</li> <li>5. Extending our Street Art movements: Combining Breakdance with Street Art.</li> <li>6. Refining our understanding of Street Art movements: Combining freeze frames and Breakdance to bring Street Art to life</li> </ol>	 <p><b>Games</b> Invasion - Football Teacher Led</p> <ol style="list-style-type: none"> <li>1. Recap and refine dribbling and passing to maintain possession</li> <li>2. Introduce defending</li> <li>3. Develop defending</li> <li>4. Develop shooting</li> <li>5. Refine attacking skills passing, dribbling and shooting, introduce officiating</li> <li>6. Level 1 tournament</li> </ol>	 <p><b>Health Related Exercise Enrichment – Sal Short</b></p> <ol style="list-style-type: none"> <li>1. Initial Fitness Assessment</li> <li>2. Cardio Fitness 1</li> <li>3. Flexibility</li> <li>4. Strength</li> <li>5. Cardio Fitness 2</li> <li>6. Fitness Assessment</li> </ol>	 <p><b>Athletics</b> Outdoor Athletics Enrichment – Sal Short Competitions – My Personal Best</p> <ol style="list-style-type: none"> <li>1. Level 1 - Running</li> <li>2. Level 1 – Throwing</li> <li>3. Level 1 - Jumping</li> <li>4. Athletics competition – Part 1</li> <li>5. Athletics competition – part 2</li> <li>6. Sports day</li> </ol>	 <p><b>Games</b> Invasion – Hockey PPA</p> <ol style="list-style-type: none"> <li>1. Recap and refine dribbling and passing creating attacking opportunities</li> <li>2. Develop defending: Blocking and tackling</li> <li>3. Refine shooting</li> <li>4. Refine attacking skills passing, dribbling and shooting, introduce officiating</li> <li>5. Refine defending skills, developing transition from defence to attack</li> <li>6. Level 1 tournament</li> </ol>
School Games - Y5/6 Leadership Academy Durham University Queen's Campus Stockton 24 <sup>TH</sup> September					
School Cross Country Trials leading to Stockton Finals Y5 4 places - boys Y5 4 place girls 25 <sup>TH</sup> september @ Norton Cricket Club					
Y5/6 Northfield Tag Rugby Day (Festival & competition) book 1 girls' team, 1 boys' team and 1 team for a developmental league. 1 <sup>st</sup> October @ Bede College					
Y5/6 Girls Football Cluster Competition 1 x 10 Team 9 <sup>th</sup> October @ Bede College					
Y5/6 Sports hall Athletics Competition Durham University 4 <sup>th</sup> November					

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Games</b> (Consolidating Invasion Games through Tag Rugby) PPA</p> <ol style="list-style-type: none"> <li>Develop passing and moving to create space</li> <li>Explore different passes that can be used to outwit defenders</li> <li>Refine defending as a team</li> <li>Create and apply defending tactics, develop officiating</li> <li>Level 1 tournament</li> </ol>	 <p><b>Dance and Movement</b> Enrichment Sam J</p> <ol style="list-style-type: none"> <li>Exploring prejudice and discrimination.</li> <li>Prejudice: Exploring Sexism through dance</li> <li>Prejudice: Exploring Classism through dance</li> <li>Other Prejudices: Exploring other Prejudices through dance</li> <li>The power of unity through Dance: Tackling Prejudices</li> <li>Final performance: Delivering a message through dance.</li> </ol>	 <p><b>Games</b> (Consolidating Invasion games through Netball) PPA</p> <ol style="list-style-type: none"> <li>Refine passing and receiving</li> <li>Apply passing, footwork and shooting into mini games, introduce officiating</li> <li>Introduce defending</li> <li>Introduction to Stinger Netball, consolidating learning</li> <li>Explore the function of other passing styles</li> </ol>	 <p><b>Gymnastics</b> Matching and Mirroring PPA</p> <ol style="list-style-type: none"> <li>Introduction to matching</li> <li>Application of matching learning onto apparatus</li> <li>Introducing mirroring</li> <li>Application of mirroring learning onto apparatus</li> <li>Sequence development</li> <li>Performance</li> </ol>	 <p><b>Athletics</b> "My Personal Best" PPA</p> <ol style="list-style-type: none"> <li>Level 1: Running for speed competition</li> <li>Level 1: Throwing competition</li> <li>Level 1: Jumping competition</li> <li>Consolidating Hurdles</li> <li>Competitive Sports Day</li> </ol>	 <p><b>Games – Net and Wall Tennis</b></p> <ol style="list-style-type: none"> <li>Consolidate sequence of learning from year 5: Recap doubles.</li> <li>Game application: Cone tennis.</li> <li>Game application: Round robin games.</li> <li>Game application: Mixed ability doubles, round robin games.</li> <li>Game application: Tag team tennis.</li> <li>Level 1 tournament</li> </ol>
 <p><b>Athletics</b> Sports Hall Athletics Cross Country</p> <ol style="list-style-type: none"> <li>Develop running for speed, introduction to kick boards.</li> <li>Develop running for speed using under/over obstacles</li> <li>Refine relay change overs and tactics.</li> <li>Refine indoor athletics events in preparation for local competitions.</li> <li>Explore running for distance</li> <li>Understand and apply tactics when running for distance</li> <li>Cross Country Competition</li> </ol>	 <p><b>Games – Invasion</b> Hockey</p> <ol style="list-style-type: none"> <li>Refine dribbling</li> <li>Recap and refine dribbling and passing creating attacking opportunities</li> <li>Develop defending: Blocking and tackling</li> <li>Refine shooting</li> <li>Refine defending skills, developing transition from defence to attack</li> <li>Level 1 tournament</li> </ol>	 <p><b>Health Related Exercise</b> (Methods of training) Enrichment - S.Short</p> <ol style="list-style-type: none"> <li>Cardiovascular Endurance</li> <li>Speed</li> <li>Muscular Endurance</li> <li>Muscular Strength</li> <li>Balance and Flexibility</li> <li>Circuit Training</li> </ol>	 <p><b>Outdoor Adventurous</b> Activities Orienteering PPA</p> <ol style="list-style-type: none"> <li>Introduction to Maps</li> <li>Introduction – Netball Cone orienteering</li> <li>Team Orienteering Challenges</li> <li>Introducing Point and return</li> <li>Point to point</li> <li>Timed Course</li> </ol>	 <p><b>Games</b> (Consolidating Striking and Fielding through Rounders)</p> <ol style="list-style-type: none"> <li>Consolidate sequence of learning from year 5: Refining our understanding of rounders</li> <li>Introduction to rounders (full version)</li> <li>Consolidate fielding tactics</li> <li>Refine our understanding of what happens if the batter misses or hits the ball backwards</li> <li>Batting considerations</li> <li>Level 1 Tournament</li> </ol>	 <p><b>Health Related Exercise</b> Enrichment -Live it get active.</p> <ol style="list-style-type: none"> <li>Recap the components of fitness and explore the effects of boxing/boxercise training affects each one.</li> <li>Cardio 1 workout through boxercise, developing correct technique.</li> <li>Cardio 2 – boxercise circuit.</li> <li>Explore RHR and WHR through a boxercise circuit.</li> <li>Pupils to create a boxercise fitness circuit.</li> <li>Perform boxercise circuit.</li> </ol>
<p>School Cross Country Trials leading to Stockton Finals Y5 4 places - boys</p>		<p>School Residential – Outdoor and Adventurous Activity</p>			
<p>Y5 4 place girls 25<sup>TH</sup> september @ Norton Cricket Club</p>					
<p>Y5/6 Northfield Tag Rugby Day (Festival &amp; competition)</p>					

book 1 girls' team, 1 boys' team and 1 team for a developmental league. 1 <sup>st</sup> October @ Bede College
Y5/6 Girls Football Cluster Competition 1 x 10 Team 9 <sup>th</sup> October @ Bede College

**Dance Enrichment – S Jones Dance Fusion**

<b>Tuesday</b>	<b>Year 1</b>	<b>Year 5</b>	<b>Year 3</b>	<b>Year 1</b>	<b>Reception</b>	<b>Reception</b>
<b>Thursday</b>	<b>Year 2</b>	<b>Year 6</b>	<b>Year 4</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>

**Movement and Games Enrichment – S Short**

<b>Monday am</b>	<b>Reception</b>	<b>Reception</b>	<b>Year 2</b>	<b>Year 5</b>	<b>Year 5</b>	<b>Year 2</b>
<b>Monday pm</b>	<b>Year 5</b>	<b>Year 4</b>	<b>Year 1</b>	<b>Year 6</b>	<b>Year 6</b>	<b>Year 3</b>

## **Physical Education National Curriculum Content**

### **Key Stage 1**

Children 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.

Children 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.

### **Key stage 2**

Children 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.

Children should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- 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, children should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations