



Morched Bishop C of E Primary School

PE Curriculum Plan



Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

We believe that Physical Education is an important subject for developing life-long skills which can lead to a healthy active lifestyle within education and beyond. Developing an understanding of physical activity, healthy diet and health and wellbeing is imperative for students of all ages, therefore our PE curriculum has been designed to give students regular Physical Education and to ensure all students are physically active. We continually reinforce the importance of health and wellbeing. The PE curriculum has also been designed to give students access to a wide range of activities over a two-year period, developing the physical skills which are required to play a variety of sports and to maximum opportunity to learn something new. We believe that a positive PE experience at school will allow students to find an activity which they love and subsequently continue to be active beyond education.

Teachers will use their excellent subject knowledge to deliver high quality Physical Education lessons which allow students to develop and implement physical skills, problem solve, analyse performance of themselves and of others, work in teams, compete and strive for personal and team development.

While PE has its own set of skills applicable to different sports and activities, it also contributes to students' learning by promoting Fundamental British Values, supporting their personal development, and improving their physical and mental wellbeing. The learning which takes place within a PE lesson also supports other curriculum subjects such as science (the human body), geography (sporting countries/Olympics), history (history of sport), ICT (video analysis), English (key vocabulary) and maths (scoring and officiating).

Our PE curriculum also allows for holistic development, providing students the opportunity to develop and demonstrate attributes like resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness.

In addition to high quality PE lessons, every student will have the opportunity to represent their school as part of an inter-school festival programme and gain experience of different activities through trips and visits. We also aim to increase participation in sport and physical activity through regular opportunity to attend extracurricular clubs. There are multiple opportunities each week for students to participate to further develop their skills and understanding and to increase their amount of physical activity.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject.

Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Key Stage 1 - Programmes of Study

Advice from Devon County Council is that Foundation and Key Stage one should continue with the Leap into Life programme as this covers all the New curriculum within this programme if used correctly.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Programme of Study - Pupils should be taught to:	Key Themes
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.	Leap in to Life & (Games - Y2)
participate in team games, developing simple tactics for attacking and defending.	
perform dances using simple movement patterns.	Dance

Key Stage 2 - Programmes of Study

Advice from Devon County Council is that we should continue to use the Schemes of work that we are using this year. This will cover all aspects of what should be taught in Key Stage 2. Similar percentages should be used as below:

Activity	DCS Percentage
Invasion games	24%
Net and Wall	12%
Striking and Fielding	12%
Gymnastics	8%
Dance	14%

Athletics	8.%
Swimming	8.%
OAA Education	14%

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Programme of Study - Pupils should be taught to:	Key Themes
use running, jumping, throwing and catching in isolation and in combination	Athletics, Net/Wall & Invasion games & Striking & Fielding
play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending	Athletics, Net/Wall & Invasion games & Striking & Fielding
develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics	Athletics & Gymnastics
perform dances using a range of movement patterns	Dance
take part in outdoor and adventurous activity challenges both individually and within a team	OAA
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	ALL

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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

Progression in Key Stage 1

Class 1 (R/Y1)

	Autumn Term	Spring Term 1	Spring Term 2	Summer Term
Lesson 1, 2 (30 minutes each)	Leap into Life – Functional Movement, Manipulative Skills, Movement concepts Cycle A – Year 1 programme Cycle B – Year Reception Programme			
Lesson 3 - SAINTS	Leap into Life – Functional Movement, Manipulative Skills, Movement concepts			

(60 minutes)	Cycle A – Year 1 programme Cycle B – Year Reception Programme			
Lesson 4 (30 minutes) or (60 minutes Spring Term 1 – 6 weeks)	Leap into Life - Aesthetic Movement Cycle A – Year 1 programme Cycle B – Year Reception Programme	Dance (Karina – 6 weeks) – Aesthetic Movement Cycle A – Year 1 Programme Cycle B – Year Reception Programme	Leap into Life - Aesthetic Movement Cycle A – Year 1 Programme Cycle B – Year Reception Programme	Leap into Life - Aesthetic Movement Cycle A – Year 1 Programme Cycle B – Year Reception Programme

Class 2 (Y2)

	Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Lesson 1 (60 minutes) - SAINTS	Leap into Life – Functional Movement, Manipulative Skills, Movement concepts Cycle A – Year 2 programme Cycle B – Year 2 Programme (<i>unless Year 1/2s in the class then use Year 1 programme</i>)			Cycle A - Games Unit 2 (Year 2) Cycle B – Games Unit 2 (Year 2) (<i>unless Year 1/2s in the class therefore Games Unit 1 (Year 1)</i>)
Lesson 2 (60 minutes)	Leap into Life – Functional Movement, Manipulative Skills, Movement concepts Cycle A – Year 2 programme Cycle B – Year 2 Programme (<i>unless Year 1/2s in the class then use Year 1 programme</i>)	Dance (Autumn 2) – Aesthetic Movement – Leap into Life	Leap into Life – Functional Movement, Manipulative Skills, Movement concepts Cycle A – Year 2 programme Cycle B – Year 2 Programme (<i>unless Year 1/2s in the class then use Year 1 programme</i>)	

Progression in Key Stage 2

Class 3 (Year 3/4) – Cycle A

		Autumn Term	Autumn Term	Spring	Spring	Summer 1	Summer 2
Year	Lesson 1	Invasion games	Gymnastics	Gymnastics	OAA	Athletics	Striking &

	(1 hour)	(SAINTS) (Unit 1 – Year 3)	(SAINTS) (Unit 3 – Year 3)	(SAINTS) (Unit 3 – Year 3)	(SAINTS) (Unit 1 – Year 3/4)	(SAINTS) (Unit 1 – Year 3)	Fielding/Frisbee (SAINTS) (Unit 1 – Year 3/4)
	Lesson 2 (1 hour)	Dance (Unit 3 – Year 3)	Dance (Unit 3 – Year 3)	Invasion games – Unit 1 – Year 3 (if not completed) or Unit 2 – Year 4)	Invasion games – Unit 1 – Year 3 (if not completed) or Unit 2 – Year 4)	Athletics (as above) or Striking and Field (as Summer 2)	Net & Wall (Unit 1 – Year 3/4)

Dance could be Spring 1 or Spring 2 depending on the dance Festival date instead of Autumn term.

Class 4 (Year 5/6) – Cycle A

		Autumn Term	Autumn Term	Spring	Spring	Summer 1	Summer 2
	Lesson 1 (1 hour)	Invasion games (SAINTS) (Unit 3 – Year 5)	Gymnastics (SAINTS) (Unit 5 – Year 5)	Gymnastics (SAINTS) (Unit 5 – Year 5)	OAA (SAINTS) (Unit 3 – Year 5/6 3)	Athletics (SAINTS) (Unit 3 – Year 5/6)	Striking & Fielding/Frisbee (SAINTS) (Unit 2 – Year 5/6)
	Lesson 2 (1 hour)	Dance (Unit 5 – Year 5)	Dance (Unit 5 – Year 5)	Invasion games – (Unit 3 – Year 5 – if not completed) OR Unit 4 – Year 6	Invasion games – (Unit 3 – Year 5 – if not completed) OR Unit 4 – Year 6	Athletics (as above) or Striking and Field (as Summer 2)	Net & Wall (Unit 2 – Year 5/6)

Swimming?? Red = SAINTS or KARINA

Class 3 (Year 3/4) – Cycle B

		Autumn Term	Autumn Term	Spring	Spring	Summer 1	Summer 2
Year	Lesson 1 (1 hour)	Invasion games (SAINTS) (Unit 2 – Year 4)	Gymnastics (SAINTS) (Unit 4 – Year 4)	Gymnastics (SAINTS) (Unit 4 – Year 4)	OAA (SAINTS) (Unit 2 – Year 3/4)	Athletics (SAINTS) (Unit 2 – Year 3/4)	Striking & Fielding (SAINTS) (Unit 1 – Year 3/4)
	Lesson 2	Dance	Dance	Invasion games –	Invasion games –	Athletics (as	Net & Wall

	(1 hour)	(Unit 4 – Year 4)	(Unit 4 – Year 4)	Unit 2 – Year 4 (if not completed) Or Unit 1 Year 3	Unit 2 – Year 4 (if not completed) Or Unit 1 Year 3	above) or Striking and Field (as Summer 2)	(Unit 1 – Year 3/4)
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Dance could be Spring 1 or Spring 2 depending on the dance Festival date instead of Autumn Term.

Class 4 (Year 5/6) – Cycle B

		Autumn Term	Autumn Term	Spring	Spring	Summer 1	Summer 2
Year	Lesson 1 (1 hour)	Invasion games (SAINTS) (Unit 4 – Year 6)	Gymnastics (SAINTS) (Unit 6 – Year 6)	Gymnastics (SAINTS) (Unit 6 – Year 6)	OAA (SAINTS) (Unit 3 – Year 5/6))	Athletics (SAINTS) (Unit 3 – Year 5/6)	Striking & Fielding (SAINTS) (Unit 2 – Year 5/6)
	Lesson 2 (1 hour)	Dance (Unit 6 – Year 6)	Dance (Unit 6 – Year 6)	Invasion games – Unit 4 – Year 6 (if not completed) Or Unit 5 Year 5	Invasion games – Unit 4 – Year 6 (if not completed) Or Unit 5 Year 5	Athletics (as above) or Striking and Field (as Summer 2)	Net & Wall (Unit 2 – Year 5/6)

Swimming??

Red = SAINTS

The National Curriculum

Key Stage One:

Pupils are taught to develop fundamental movement skills, becoming increasingly competent and confident through accessing a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are 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 1 Units:

Basketball, multi-skills, health & fitness, gymnastics, dance, handball, throwing & catching, athletics, rounders, tennis, striking and fielding.

Key Stage 2:

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are 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.

Key Stage 2 Units:

Basketball, invasion games, health & fitness, gymnastics, multi-skills, dance, handball, throwing & catching, rounders, ultimate frisbee, athletics, tennis, striking and fielding.

Swimming and water safety

We provide swimming instruction in key stage 2 to ensure that pupils can:

- 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.

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gymnastics	Pupils should be developing balance, agility and co-ordination, and begin to apply these in a range of activities		Pupils should be taught to develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)			
	<p>By the end of year 1:</p> <p>Can I copy & explore basic actions with some control & co-ordination?</p> <p>Can I begin to choose & link basic actions, and Can I recognise & use space appropriately?</p> <p>Can I watch & discuss my own work & that of my peers?</p> <p>Can I safely perform teacher led warm-up & I am aware of others</p>	<p>By the end of year 2:</p> <p>Can I copy, remember, explore & repeat simple actions varying speed & levels?</p> <p>Can I begin to select simple actions to construct basic sequences?</p> <p>Can I begin to identify the difference between my performance & that of others?</p> <p>Can I understand the need for warm up & cool down and what is happening to my body during exercise?</p>	<p>By the end of Year 3:</p> <p>Can I copy, remember, explore & repeat simple actions, and link & vary ideas with control & co-ordination?</p> <p>Can I apply compositional ideas to sequences?</p> <p>Can I make suggestions for improvements?</p> <p>I understand working safely, I recognise changes in my body and can give reasons why PE is good for health.</p>	<p>By the end of Year 4:</p> <p>Can I describe my own & others work noting similarities & differences?</p> <p>Can I apply compositional ideas to sequences with others in a group?</p>	<p>By the end of Year 5:</p> <p>Can I link ideas, skills & techniques with control, precision & fluency when performing basic skills?</p> <p>Can I describe how to refine, improve & modify performances?</p> <p>Can I lead own warm up & demonstrates all round safe practice?</p> <p>Can I understand composition by performing more complex sequences?</p>	<p>By the end of year 6</p> <p>Can I demonstrate specific aspects of warm-up & describe effects of exercise on the body?</p> <p>(Exceeding- Gifted and talented)</p> <p>Can I perform & create movement sequences with some complex skills & displaying accuracy & consistency?</p> <p>Can I select & use a wide range of compositional skills in complex sequences alone & in groups? Can I show an ability to innovate?</p> <p>Can I analyse skills & can suggest ways to improve quality of performance showing sound knowledge & understanding?</p> <p>Can I use video analysis to improve my performance and the performance of others?</p>
Dance	Pupils should be taught to perform dances using simple movement patterns?		Pupils should be taught to perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best?			
	<p>By the end of year 1:</p> <p>Can I copy & explore basic body patterns & movements?</p> <p>Can I remember simple dance steps & performs in a controlled manner?</p> <p>Can I choose actions & link them with sounds & music?</p> <p>Can I safely perform teacher led warm-ups & can describe & discuss others work?</p>	<p>By the end of year 2:</p> <p>Can I perform with control & co-ordination?</p> <p>Can I respond imaginatively to a variety of stimuli?</p> <p>Can I vary dynamics, levels, speed & direction?</p> <p>Can I discuss my own & others performance with simple vocabulary?</p> <p>Can I understand the need for warm up & cool down?</p>	<p>By the end of Year 3:</p> <p>Can I improvise freely on my own & with a partner</p> <p>Can I translate ideas from a variety of stimuli into movement?</p> <p>Can I compare, develop & adapt movement & motifs to create longer dances?</p>	<p>By the end of Year 4:</p> <p>Can I use dance vocabulary to compare & improve my work?</p> <p>Can I use unison and canon in a partner/group performance?</p> <p>Can I identify ways to improve my performance?</p> <p>Can I recognise changes in my body, and Can I give reasons why PE is good for my health?</p>	<p>By the end Year 5:</p> <p>Can I continually demonstrate rhythm & spatial awareness?</p> <p>Can I vary dynamics & develop actions with a partner or as part of a group?</p> <p>Can I select & use a wide range of compositional skills to demonstrate ideas?</p> <p>Can I lead my own warm up?</p>	<p>By the end of year 6</p> <p>Can I demonstrate precision, control & fluency in response to stimuli?</p> <p>Can I modify my performance & that of others as a result of observation & basic understanding of the structure of the body?</p> <p>Can I perform & create motifs in a variety of dance styles with accuracy & consistency?</p> <p>Can I suggest ways to improve quality of performance showing sound knowledge & understanding?</p> <p>Can I lead my own warm up & demonstrate all round safe practice?</p> <p>Can I use video analysis to improve my performance and the performance of others?</p>

Games	Pupils should be taught to participate in team games, developing simple tactics for attacking and defending?					
	Pupils 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?					
	By the end of year 1:	By the end of year 2:	By the end of Year 3:	By the end of Year 4:	By the end of Year 5:	By the end of year 6
	Can I stop a ball with basic control? Can I send a ball in the direction of another person? Can I take part in sending and receiving? Can I talk about exercising, safety & short-term effects of exercise?	Can I stop / catch a ball with control? Can I dribble/run with the ball? Can I pass a ball to someone else? Can I take part in opposed conditioned games? I understand about exercising, safety & short-term effects of exercise.	Can I begin to influence opposed conditioned game? Can I control and catch a ball with movement? Can I accurately pass to someone else? Can I move with a ball (hockey / football)? Can I talk about reasons for warming up / why exercise is good for health?	Can I evade an opponent using dribbling? Can I create/manipulate space to receive a pass? Can I use a range of different passes? Can I apply defensive principles of pressure and patience? Can I apply attacking principles of creativity and support in team situations? Can I use marking to improve my defending? Can I strike an object with accuracy?	Can I take part in conditioned game with understanding of tactics & rules? Can I apply dispersion and creative movement to receive the ball? Can I explain when specific passes would be used in a game situation? Can I apply support to team mates to create attacking opportunities? Can I successfully mark an opponent to stop them receiving the ball? Can I explain the rules of the sport I am playing? Can I explain striking strategy in a striking and fielding game? I understand / use principles of warm up & why exercise is good for health.	Can I control and catch a ball & accurately pass whilst moving? Can I apply attacking principles into a competitive situation? Can I successfully defend using pressing? Can I successfully attack using movement and dribbling in combination to evade defenders? Can I apply the correct rules to a competitive game (e.g. handball, hockey) Can I control movement with a ball in opposed situation whilst moving? Can I advise and help others in their techniques in a game? Can I understand & explain short term effects of exercise, warming, cooling? Can I understand & can explain long term effects of exercise? Can I use video analysis to improve my performance and the performance of others?
Athletics	Pupils should be taught to master basic movements including running, jumping, throwing and catching?					
	Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best?					
	By the end of year 1:	By the end of year 2:	By the end of Year 3:	By the end of year 4:	By the end of year 5:	By the end of year 6
	Can I run at different speeds? Can I jump from a standing position? Can I throw an object with one hand? Can I recognise changes in the body during exercise?	Can I change speed & direction whilst running? Can I jump accurately from a standing position? Can I throw a variety of objects with one hand? Can I recognise a change in temperature & heart rate during exercise?	Can I run at a speed appropriate to the distance I am running? Can I take a running jump? Can I demonstrate a range of throwing actions using a variety of objects? Can I recognise a change in heart rate, temperature and breathing rate?	Can I throw with control and fluency? Can I identify ways to improve my running technique? Can I run and throw in combination? Can I explain the correct technique for sprinting?	Can I describe the changes in my body when running, jumping & throwing? Can I perform relay changeovers in team events? Can I use pacing to allow me to perform to my best? Can I measure out and perform a sprint start? I understand how to apply athletic skills & tactics to the competitive situation.	Can I improve and sustain running technique at different speeds? Can I demonstrate accuracy & technique in a range of throwing & jumping actions? Can I identify & explain good athletic performance? (Exceeding- Gifted and talented) Can I demonstrate good control, strength, speed & stamina in a variety of athletic events? Can I explain how to improve technique in a variety of events? I understand & can explain the short- & long-term effects of exercise, and I understand the need for specific warm up & cool down. Can I use video analysis to improve my performance and the performance of others?

