

Durley CE (Controlled) Primary School
Physical Education Curriculum – Long Term Overview



Statutory Framework for EYFS Early Learning Goals for Physical Development:

Gross Motor Skills - Children at the expected level of development will:
Negotiate space and obstacles safely, with consideration for themselves and others
Demonstrate strength, balance and coordination when playing
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage 1 National Curriculum for PE:

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

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2 National Curriculum for PE:

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate [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.

STATEMENT OF INTENT

At Durley Primary School, the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. We want all children to experience a wide variety of sports and physical skills, which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

IMPLEMENTATION

PE at Durley Primary is taught by a combination of class teachers, PE specialists and qualified sports coaches. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, clubs, outdoor learning, lunch provision and special events.

At Durley Primary the PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision children can aim to flourish at sports in which they have a particular interest or flair for. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age. During KS2 children will have a series of structured swimming sessions.

IMPACT

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.

- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

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Physical Education Long Term Overview**

| Yr | Healthy Body & Mind | Games Understanding | AUTUMN | SPRING | SUMMER |
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| R | <p>Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). An understanding of the need for PE uniform (changing, safety). Awareness of how exercise is important for a healthy lifestyle and mind</p> | <p>Work individually and with others. Engage in cooperative physical activities Participate in team games. Understand how to use equipment safely.</p> | <p>Inside - Gymnastics Move confidently and safely in their own and general space. (Negotiating space effectively – under, round, over equipment and obstacles) Move and stop, recognising both commands and acting upon them immediately. Show contrast with their bodies including tall/short, wide/thin, straight/curved) Copy simple movements and simple sequences. Make shapes with their bodies, according to commands. Jump off an object and land appropriately.</p> | <p>Inside - Dance Explore and copy basic body actions and rhythms. To be able to negotiate space confidently, using appropriate strategies. To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc... To begin to respond with their bodies to different types of music.</p> | <p>Outside – athletics Learn skills of running, jumping and throwing with a range of equipment. Vary speed of running based on commands given. Use comparative language i.e. faster, longer, and be able to physically demonstrate this.</p> |
| | | | <p>Outside To be able to move and stop confidently, negotiating the space around them effectively. Show good control over their bodies when exploring different skills. Start showing an ability to use their dominant hand to work with a partner in different activities. Explore and use skills effectively for particular games: Roll a ball or hoop. Throw a ball underarm Explore balancing.</p> | | |
| 1 | | <p>Begin to apply basic movements in a range of activities Work individually and with others. Engage in cooperative physical activities. Engage in competitive physical activities</p> | <p>Inside – Gymnastics Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy, create and link movement phrases with beginnings, middles and ends. Perform</p> | <p>Inside – Dance Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space using changes of speed level and direction. Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.</p> | <p>Outside – athletics Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Develop the following skills with increasing accuracy and velocity: -Explore and throw a variety of objects with one hand.</p> |

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| | (both against self and against others) Participate in team games. Understand how to use equipment safely. | movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled. Can they explore different ways of stretching, balancing, rolling, and travelling | | -Jump from a stationary position with control. -Change speed and direction whilst running. |
| | | Outside - Invasion Games To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: -Throw a ball accurately to a target using increasing control. -Explore throwing and catching in different ways. -Explore kicking in different ways with increasing control. | Outside – Net and Wall To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Hit a ball with control using an appropriate object. | Outside – striking and fielding To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object. Explore throwing and catching in different ways |
| 2 | Engage in competitive physical activities (both against self and against others) Participate in team games Developing simple tactics for attacking and defending. Able to reflect on and develop skills to improve. Understand | Inside- Gymnastics Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. Create routines which have a clear beginning and ending. Work with a partner sharing ideas and creating a simple sequence. | Inside - Dance Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. Explore the change of rhythm, speed, level and direction. Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. | Outside - athletics Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Develop the following skills with increasing accuracy and velocity: -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running. |

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| | | <p>how to use equipment safely.</p> | <p>Outside – Invasion Games</p> <p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary.</p> <p>Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in a simple team game.</p> <p>Be able to pass and stop a ball to a teammate accurately.</p> <p>Understand how to intercept a moving ball.</p> <p>Understand the role of attacker and defender.</p> | <p>Outside – Net and Wall</p> <p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in a simple team game.</p> <p>To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.</p> | <p>Outside – Striking and Fielding</p> <p>Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.</p> <p>Choose use and vary simple tactics.</p> <p>Catch and control a ball in movement working with a partner or in a small group.</p> <p>Take part in games where there is an opposition.</p> <p>Decide where to stand during a team game, to support the game.</p> <p>Begin to lead others in a simple team game.</p> <p>To be able to hit a ball accurately using a piece of equipment.</p> |
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| Yr | Healthy Body & Mind | Games Understanding | AUTUMN | SPRING | SUMMER |
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| 3 | Awareness of body changes before, during and after exercise. Awareness of how exercise is important for a healthy body and lifestyle. Awareness of how exercise can help support our mental wellbeing. Understanding the importance of exercise and sport in social environments. | Pupils are familiar with basic rules of games. They are beginning to apply them in a range of situations. Pupils can identify when they are successful and the next steps in their learning. Pupils are able to identify the sporting spirit values. They can give examples of when they could demonstrate them during a game situation. Understand how to use equipment safely. | Inside Swimming A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency. Targets: 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] | Inside – Gymnastics Use a greater number of their own ideas for movements in response to a task. Choose and plan sequences of contrasting actions. Complete actions with increasing balance and control. Move in unison with a partner. Choose actions that flow well into one another. Adapt sequences to suit different types of apparatus. With help, recognise how performances could be improved. | Outside - Striking and Fielding e.g. rounders, cricket Use overarm and underarm throwing, and catching skills. Begin to strike a bowled ball after a bounce. Bowl a ball towards a target. Develop an understanding of tactics and begin to use them in game situations. |
| | | | Outside- Invasion e.g. football, hockey, rugby Move with a ball towards goals with increasing control. Understand their role as an attacker and as a defender Move into space to help support a team. Defend an opponent and try to win the ball. | Outside – Net and Wall Games e.g. tennis, basketball, netball Return a ball to a partner Use basic racket skills. Play a range of basic shots. Move quickly around the court using a variety of movement patterns. | Outside – athletics e.g. relay, vortex, long jump Run at fast, medium and slow speeds. Use different take off and landings when jumping. Develop jumping for distance and height. Take part in a relay activity, remembering when to run and what to do. Throw a variety of objects, changing my action for accuracy and distance. Record my distances, numbers and times. |
| 4 | | | Inside Swimming A programme of swimming study delivered by local swimming coaches. An opportunity for all pupils to develop water confidence through a range of exercises, games and drills. Pupils will be taught about water safety and safe self-rescue. They will develop | Inside – Gymnastics Safely perform balances individually and with a partner. Plan and perform sequences with a partner that include a change of level and shape. Understand how body tension can improve the control and quality of their movements. | Outside - Striking and Fielding e.g. rounders, cricket Use overarm and underarm throwing, and catching skills with increasing accuracy. Strike a bowl and ball after a bounce. Bowl a ball with some accuracy, and consistency. |

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| | | <p>kicking, arm pull and breathing techniques as well as correct body position to improve buoyancy and stroke efficiency.</p> <p>Targets:</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> | <p>Watch, describe and suggest possible improvements to a performance</p> | <p>Choose and use simple tactics for different situations.</p> |
| | | <p>Outside- Invasion e.g. football, hockey, rugby</p> <p>Pass, receive and shoot the ball with increasing control.</p> <p>Work as part of a team to keep possession and score goals when attacking.</p> <p>Defend one on one and know when and how to win the ball.</p> <p>Use simple tactics to help a team score or gain possession.</p> | <p>Outside – Net and Wall Games e.g. tennis, basketball, netball</p> <p>To play a continuous games.</p> <p>Use a range of basic racket skills and variety of shots in different areas of the court.</p> <p>Demonstrate good footwork on the court.</p> <p>Return to the ready position to defend my own court.</p> | <p>Outside – athletics e.g. relay, vortex, long jump</p> <p>Demonstrate the difference between sprinting and running over varying distances.</p> <p>Demonstrate different throwing techniques.</p> <p>Jump for distance and height with control and balance.</p> <p>Throw with some accuracy and power into a target area.</p> |
| 5 | <p>Pupils are able to show a good understanding of a variety of games. They can adapt the rules of a game for an intended purpose. Pupils are able to assess their own performance and the performance of others to identify areas for development.</p> | <p>Inside – Dance/ Outdoor leadership</p> <p>Adapt and refine actions, dynamics and relationships in a dance.</p> <p>Perform different styles of dance clearly and fluently.</p> <p>Recognise and comment on dances, showing an understanding of style. Suggest ways to improve their own and other people’s work.</p> | <p>Inside – Gymnastics</p> <p>Create and perform sequences using apparatus, individually and with a partner.</p> <p>Use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>Use strength and flexibility to improve the quality of a performance.</p> | <p>Outside - Striking and Fielding e.g. rounders, cricket</p> <p>To sometimes strike a bowled ball.</p> <p>Begin to develop a wider range of skills and use these under some pressure.</p> <p>Use tactics effectively in a competitive situation.</p> |
| | | <p>Outside- Invasion e.g. football, hockey, rugby</p> <p>Understand there are different skills for different situations and begin to use these.</p> | <p>Outside – Net and Wall Games e.g. tennis, basketball, netball</p> <p>Develop wider range of skills and begin to use these under some pressure.</p> | <p>Outside – athletics e.g. relay, vortex, long jump</p> |

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| | | <p>Pupils consistently demonstrate the sporting spirit values in a range of games situations</p> <p>Understand how to use equipment safely</p> | <p>Move into space to help a team.</p> <p>Play in a range of positions and know how to contribute when attacking and defending.</p> <p>Pass, receive and shoot the ball with some control under pressure.</p> | <p>Select and apply preferred skills with increasing consistency.</p> <p>Understand the need for tactics and make decisions about when best to use them.</p> <p>Play cooperatively with a partner.</p> <p>Demonstrate good footwork to cover a court space in a game situation.</p> | <p>Choose the best pace for a running event.</p> <p>Perform a range of jumps showing some technique.</p> <p>Show control at take-off in jumping activities.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Understand how stamina and power help people to perform well in different athletic activities.</p> <p>Lead a partner through short warm-up routines.</p> |
| 6 | | | <p>Inside – Dance/Outdoor leadership</p> <p>Work creatively and imaginatively individually, with a partner and in a group to choreograph motifs and structure simple dances.</p> <p>Adapt and refine actions, dynamics and relationships to improve a dance.</p> <p>Choreograph a dance using props. Perform dances fluently and with control. Use appropriate language to evaluate and refine their own and others' work.</p> | <p>Inside – Gymnastics</p> <p>Understand what counter balance and counter tension is and show examples with a partner.</p> <p>Combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>Create and perform sequences using compositional devices to improve the quality.</p> <p>Suggest changes and use feedback to improve a sequence</p> | <p>Outside - Striking and Fielding e.g. rounders, cricket</p> <p>Strike a bowled ball with increasing consistency.</p> <p>Use some tactics in the game as a batter, bowler and fielder.</p> <p>Select the appropriate action for the situation.</p> |
| | | | <p>Outside – Invasion Games e.g. football, hockey, rugby</p> <p>Pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation.</p> <p>Create and use a variety of tactics to help a team.</p> <p>Create and use space to help a team. Select and apply different movement skills to lose a defender.</p> <p>Use marking, and/or interception to improve defending.</p> | <p>Outside – Net and Wall Games e.g. tennis, basketball, netball</p> <p>Use a wider range of skills in game situations.</p> <p>Play cooperatively with a partner / in a team.</p> <p>Demonstrate good decision making when making shots within a game.</p> <p>Identify and use a variety of tactics.</p> | <p>Outside – athletics e.g. relay, vortex, long jump</p> <p>Select and apply the best pace for a running event.</p> <p>Exchange a baton with success. Perform jumps for height and distance using good technique.</p> <p>Show accuracy and good technique when throwing for distance.</p> <p>Lead a small group through a short warm-up routine.</p> |

Outdoor and Adventurous Activity Key Stage 2 Skills Progression

| Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To follow and give instructions. Communicate ideas and listen to others. Work with a partner and a small group. Plan and attempt to apply strategies to solve problems. Reflect on when and why I was successful at solving challenges. Developing basic map reading skills.</p> | <p>To solve problems: Accurately follow and give instructions. Work effectively with a partner and a small group. Identify key symbols on a map and use a key to help navigate around a grid. Plan and apply strategies</p> | <p>Reflect on when and how they were successful at solving challenges, and alter methods in order to improve. Work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. Use critical thinking to approach a task. Navigate around a course using a map.</p> | <p>Work effectively with a partner and a group. Use critical thinking to form ideas. Pool ideas within a group, selecting and applying the best method to solve a problem. Reflect on why and how they are successful at solving challenges and adapt methods in order to improve. Orientate and map efficiently to navigate around a course</p> |