



Poulton Lancelyn

PE

Long Term Plan

2021/22



## PE Rationale

At Poulton Lancelyn, we highly value physical education, as it is essential for a healthy lifestyle. Exercise is fundamental to correct growth and development for children. Accessing at least 30 minutes of physical activity daily is vital for children's development as that will improve concentration, relieve stress and develop physical health for all of our children. Through our PE sessions at Poulton Lancelyn, our children are also able to develop their social interaction with others through team games and exercises. They learn to collaborate, engage and work alongside others. Through our PE curriculum, we want our children to develop a love for sport and exercise. We believe our children should demonstrate positive values such as honesty, determination, respect and self-belief and these are developed through competition in our PE curriculum.

We aim to develop our pupils' cultural capital by broadening their experiences with a varied, balanced range of sports in PE sessions as well as attending competitions out of school. Through our PE sessions, extra-curricular clubs and competitions, we promote the British Values of mutual respect and tolerance of others as our PE curriculum is inclusive and adapted to the needs of different learners. We believe that it is important that all children are able to take part in physical activity. We look to a broad, diverse range of professional sportspeople for inspiration in our PE curriculum.

## PE Intent

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Dance	Gymnastics	Invasion	Net/Wall	Striking and fielding	Precision ball	Athletics	Swimming	Outdoor and adventure
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Autumn	Traditional playground games (two units)	Team games  Infant Agility / Running (2 units)	Tag Rugby  Dance (Cheer)  Indoor Athletics	Dance (Storytelling)  Orienteering	Tag Rugby  Dance (Historical)  Indoor Athletics	Golf  Badminton  Gymnastics		

	Infant Agility / Running (2 units)	Gymnastics	Golf	Indoor Athletics Cross Country  Handball	Swimming	Indoor Athletics  Cross Country
Spring	Team games  Gymnastics (2 units)  Throwing and catching skills	Dodgeball  Hockey  Dance (Cultural)  Boccia	Volleyball  Basketball  Benchball  Gymnastics	Gymnastics  Hockey  Tennis  Netball	Basketball  Sitting Volleyball  Circuit Training  Gymnastics	Football  Swimming  Cricket  Dodgeball
Summer	Football  Sports Day athletics  Bat and ball games  Dance (1970s)	Team games  Tennis  Rounders  Sports Day athletics	Cricket  Football  Sports Day athletics  Cross Country	Swimming  Kickball  Baseball  Sports Day athletics	Leadership  Rounders  Ultimate Frisbee  Sports Day athletics  Cross Country	Handball  Dance (Hip-hop)  Sports Day athletics  Residential activities

## PE Implementation

The PE curriculum at Poulton Lancelyn allows our children to develop fundamental movement skills through a range of different sports and activities. Units of work throughout the school are planned following the National Curriculum and draw upon teacher's knowledge to deliver high quality, engaging, and progressive PE lessons. Coverage of skills and sports have been carefully planned to ensure key strands are built upon through the school. As our children progress through the school, they are able to build upon previous learning through dance, gymnastics, games, athletics, swimming and outdoor and adventure activities.

During each PE session, our children take part in warm ups and cool downs and are taught the importance of each. During each PE unit, success criteria are used to ensure all children are aware of the intent of the lesson as well as how they can succeed in PE. Our children have opportunities to work collaboratively and independently throughout the PE curriculum. Throughout the units, our children are able to practise progressive skills through a variety of engaging drills and games, where our children develop communication, interaction and social skills. Once pupils have mastered skills, they take part in Level 1 competitions where they can use these skills in competitive contexts. These competitions emphasise correct sportsperson values such as honesty, teamwork, determination, teamwork, passion and self-belief. We also have opportunities to attend a range of Level 2 and Level 3 competitions against other schools locally and regionally based on our links with Wirral School Games and local secondary schools including South Wirral High School.

Also, as part of our PE curriculum, we have the #HealthyBodiesHealthyMinds initiative, which promotes healthy lifestyles for all children. Each year, there is a range of events used to promote the initiative such as Bike It, Walk It, Scoot It Breakfasts, festivals and sports days. Each term, we provide a varied range of extra-curricular sports clubs across the school. These clubs are led by school staff as well as outside providers to give our children a wide selection of extra sporting opportunities as they progress through the school.

## PE Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>General Skills</b>	<ol style="list-style-type: none"> <li>1. To copy and repeat actions</li> <li>2. To move with control and care</li> <li>3. To describe my own movements and actions of others</li> </ol>	<ol style="list-style-type: none"> <li>1. To copy and remember actions</li> <li>2. To repeat and explore actions with control and co-ordination</li> <li>3. To discuss similarities and differences between own and others' actions</li> <li>4. To suggest improvements of my own movements</li> </ol>	<ol style="list-style-type: none"> <li>1. To select appropriate skills, actions and ideas</li> <li>2. To move and use actions with co-ordination and control</li> <li>3. To explain how to improve performance based on a criteria</li> </ol>	<ol style="list-style-type: none"> <li>1. To select the most appropriate skills, actions and ideas for different scenarios</li> <li>2. To move and use actions with precise co-ordination and control</li> <li>3. To use comparisons to improve work</li> </ol>	<ol style="list-style-type: none"> <li>1. To link skills, techniques and ideas and apply them into contexts</li> <li>2. To compare and comment on skills I and others have used</li> <li>3. To use observations to improve performance</li> </ol>	<ol style="list-style-type: none"> <li>1. To apply skills, techniques and ideas consistently</li> <li>2. To show precision, control and fluency in performance</li> <li>3. To analyse and explain the use of specific skills and techniques</li> <li>4. To create success criteria for evaluation of performances</li> </ol>
<b>Knowledge of Health and Fitness</b>	<ol style="list-style-type: none"> <li>1. To describe how my body feels before, during and after exercise</li> </ol>	<ol style="list-style-type: none"> <li>1. To demonstrate how to exercise safely</li> <li>2. To describe how my body feels during different exercises</li> <li>3. To explain what my body needs to keep healthy</li> </ol>	<ol style="list-style-type: none"> <li>1. To explain why it is important cool-down and warm-up</li> <li>2. To identify some muscle groups</li> </ol>	<ol style="list-style-type: none"> <li>1. To explain why keeping fit is good for my health</li> <li>2. To understand links between exercise and balanced diets</li> </ol>	<ol style="list-style-type: none"> <li>1. To explain important safety principles when preparing for exercise</li> <li>2. To explain that effects that exercise has on the body</li> </ol>	<ol style="list-style-type: none"> <li>1. To explain how to body reacts to different kinds of exercise</li> <li>2. To design and lead appropriate and safe warm-ups and cool-downs</li> <li>3. To explain why we need regular and safe exercise</li> </ol>
<b>Dance</b>	<ol style="list-style-type: none"> <li>1. To move my body to music</li> <li>2. To move safely in a space</li> <li>3. To copy dance moves</li> <li>4. To perform my own dance moves</li> </ol>	<ol style="list-style-type: none"> <li>1. To dance imaginatively and reactively</li> <li>2. To make a sequence of dance moves</li> <li>3. To adapt direction, speed and rhythm in dance</li> <li>4. To control dance moves</li> <li>5. To communicate mood through dance</li> </ol>	<ol style="list-style-type: none"> <li>1. To improvise dance moves from stimuli</li> <li>2. To share routines with small groups</li> <li>3. To remember and repeat routines</li> </ol>	<ol style="list-style-type: none"> <li>1. To lead a small group or partner</li> <li>2. To communicate ideas and feelings through dance</li> <li>3. To refine movements through practice</li> <li>4. To dance with clarity and fluency</li> </ol>	<ol style="list-style-type: none"> <li>1. To creatively compose dance routines</li> <li>2. To perform in time to an accompaniment</li> <li>3. To repeat routines consistently</li> <li>4. To appraise routines of others</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop routines in different styles</li> <li>2. To react to different styles of music</li> </ol>

<p style="text-align: center;"><b>Gymnastics</b></p>	<ol style="list-style-type: none"> <li>1. To copy and repeat sequences</li> <li>2. To roll, travel and balance in a variety of ways</li> <li>3. To make my body tense, relaxed, stretched or curled</li> <li>4. To control my body when travelling or balancing</li> <li>5. To climb safely</li> </ol>	<ol style="list-style-type: none"> <li>1. To plan and perform sequences</li> <li>2. To work independently and with a partner</li> <li>3. To take on board feedback to improve sequences</li> <li>4. To adapt sequences based on rules</li> <li>5. To use contrasting movements and actions in sequences</li> <li>6. To control movements with increasing precision</li> </ol>	<ol style="list-style-type: none"> <li>1. To adapt sequences based on apparatus</li> <li>2. To give constructive feedback about others' sequences</li> <li>3. To increasingly use my own ideas in response to tasks</li> <li>4. To show strength and suppleness during performances and explain their effects</li> </ol>	<ol style="list-style-type: none"> <li>1. To incorporate speed and direction changes into sequences</li> <li>2. To perform using a variety of shapes</li> <li>3. To control movements and balances successfully</li> <li>4. To produce a sequence based on a set of rules</li> <li>5. To create sequences with various phases with a partner</li> </ol>	<ol style="list-style-type: none"> <li>1. To create complex and extended sequences</li> <li>2. To combine different aspects of gymnastics into sequences such as balance, roll, travel and jump</li> <li>3. To perform a sequence consistently to different audiences</li> <li>4. To create movements with accuracy, consistency and clarity</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop timing during sequences</li> <li>2. To work alongside others to create imaginative sequences of movements with various phases</li> <li>3. To combine my own work with the work of others</li> <li>4. To create mirrored and canon sequences</li> </ol>
<p style="text-align: center;"><b>Games</b> Invasion /Net/Wall/Striking/Fielding /Precision Ball</p>	<ol style="list-style-type: none"> <li>1. To throw underarm</li> <li>2. To throw and catch with both hands</li> <li>3. To throw and kick in different ways</li> <li>4. To roll a piece of equipment with developing accuracy</li> <li>5. To stop momentum successfully</li> <li>6. To move safely in games</li> <li>7. To strike a ball with a bat</li> </ol>	<ol style="list-style-type: none"> <li>1. To follow rules to games</li> <li>2. To discuss tactics in games</li> <li>3. To throw underarm and overarm</li> <li>4. To use movement to decide the best spaces in games</li> <li>5. To use hitting, kicking and rolling in games</li> <li>6. To stay in a designated zone during games</li> </ol>	<ol style="list-style-type: none"> <li>1. To follow and know fair rules to games</li> <li>2. To be spatially aware during games</li> <li>3. To develop control when throwing and catching</li> <li>4. To develop accuracy when throwing and catching</li> </ol>	<ol style="list-style-type: none"> <li>1. To read a game and adapt tactics accordingly</li> <li>2. To catch using one hand</li> <li>3. To strike a ball with accuracy and control</li> <li>4. To keep possession of a ball</li> <li>5. To develop positioning skills when I am not in possession</li> </ol>	<ol style="list-style-type: none"> <li>1. To referee games with support</li> <li>2. To perform a variety of passing techniques</li> <li>3. To choose appropriate fielding positions and use appropriate techniques</li> <li>4. To use tactics for attacking and defending</li> <li>5. To gain possession by using teamwork</li> <li>6. To apply dribbling, passing and shooting skills into game situations</li> </ol>	<ol style="list-style-type: none"> <li>1. To referee games alongside others</li> <li>2. To explain rules of games</li> <li>3. To lead game situations</li> <li>4. To use appropriate communication in games</li> <li>5. To use forehand and backhand strikes with a racquet</li> <li>6. To apply attacking and defending skills into team games</li> </ol>

<b>Athletics</b> <b>Running, Jumping, Throwing</b>	<u><b>Infant Agility</b></u> <ol style="list-style-type: none"> <li>To develop concentration and co-ordination</li> <li>To send a ball with varying power and accuracy</li> <li>To develop spatial awareness</li> <li>To begin to develop agility and footwork in running</li> <li>To develop leaping and landing</li> <li>To develop ball handling skills</li> <li>To throw and catch with both hands</li> </ol>	<u><b>Indoor Athletics / Cross Country</b></u> <ol style="list-style-type: none"> <li>To run at different speeds</li> <li>To change direction while running</li> <li>To run in short distance relays</li> <li>To create short sequences of linked jumps</li> <li>To throw to a target</li> <li>To throw a variety of objects</li> </ol>	<u><b>Indoor Athletics / Cross Country</b></u> <ol style="list-style-type: none"> <li>To run over varying distances, changing technique accordingly</li> <li>To throw in different ways</li> <li>To throw with accuracy</li> <li>To jump in different ways</li> </ol>	<u><b>Indoor Athletics / Cross Country</b></u> <ol style="list-style-type: none"> <li>To combine running and jumping skills</li> <li>To throw with increasing accuracy</li> <li>To control take-off and landing</li> <li>To follow specific rules for athletic events</li> </ol>	<u><b>Indoor Athletics / Cross Country</b></u> <ol style="list-style-type: none"> <li>To demonstrate stamina in running</li> <li>To control changeovers in relays</li> <li>To apply running, jumping and throwing skills into different situations</li> </ol>	
<b>Swimming</b>	N/A – teaching begins in Year 4			<ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>		
<b>Outdoor and Adventure</b>	N/A – teaching begins in Year 4			<ol style="list-style-type: none"> <li>To follow a map in familiar contexts</li> <li>To follow given routes using clues</li> <li>To follow routes safely</li> </ol>	<ol style="list-style-type: none"> <li>To plan, play and adapt outdoor games safely</li> <li>To design appropriate rules for fairness and safety</li> <li>To communicate ideas to a group</li> <li>To lead and referee outdoor games safely</li> </ol>	<ol style="list-style-type: none"> <li>To plan routes with others taking into account safety and danger</li> <li>To follow a map in unfamiliar contexts</li> <li>To adapt routes using clues and information</li> </ol>

# Physical education

## Purpose of study

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

## Aims

The national curriculum for physical education aims to ensure that all pupils:

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

## Attainment targets

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

Schools are not required by law to teach the example content in [square brackets].

## Subject content

### Key stage 1

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

Pupils should be taught to:

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

### 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.

### **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 [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.