



### Our Vision for PE:

*'To foster a love of learning through enthusiastic participation in a safe environment, so that we are all confident, active and healthy.'*

'I can do all things through him who strengthens me'

*( Philippians 4:13)*

'An athlete is not crowned unless he competes according to the rules.'

*(2 Timothy 2:5)*

'I have fought the good fight, I have finished the race, I have kept the faith'

*(2 Timothy 4:7)*

'Every athlete exercises self control in all things. They do it to receive a perishable wreath, but we are an imperishable'.

*( 1 Corinthians 9:25)*



### **Intent**


- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- Children develop an enjoyment of physical activity
- Children develop a positive attitude to participate in physical activity.
- Children become skilful and intelligent performers by acquiring and developing physical competence and confidence in a range of physical activities and contexts.
- Meeting the needs of individuals and groups of learners
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- Children learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Children experience traditional and 'new' sports
- Careful monitoring of the progress of individuals, groups, classes and year groups
- To instil in all children the 6 key sporting values: determination, honesty, respect, self belief, passion and teamwork
- To develop children's character through PE so that they are ready for the world beyond Balderstone.


### **Implementation**

- All children receiving 2 hours of high quality Physical Education each week regardless of the weather or other external factors
- A commitment that all children are active.
- Spare kit in each class means no children misses PE
- Inclusivity by putting support for children with SEND in line with other subjects and adapting lessons using STEP.
- That children unable to take part are included by involving them in activities related to the lesson e.g. umpiring.
- A range of teaching styles and strategies to deliver the curriculum
- Children have different challenges e.g. 6 v 4 to develop skills, knowledge and behaviours.
- Provide opportunities for all children to participate in all activities at their own level whilst extending their skills
- Each unit of work develops a particular character trait with the children
- Sporting values are displayed in school and recognised and rewarded by all staff and visiting coaches where appropriate.

### **Impact**

- Children make informed decisions about the importance of exercise in their wider life during school, after school and in adulthood.
- Children progress in different domains of learning
- Children know how to improve. They set targets for themselves and compete against others individually and as team members.
- Children have the knowledge to achieve their potential
- That all children's achievements are valued.
- Each child becomes a good sports person, who plays fairly and can develop a team spirit

<b>Cycle A</b>	 <b>PE Long Term Planning and Progression EYFS/KS1</b>			<b>Evaluating</b>
<b>EYFS</b>	Fundamental Movement Skills	FMS - Rumble in the Jungle	FMS - Seaside	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing</li> </ul>
FMS - Transport	FMS - Hungry Caterpillar	FMS - Jack & the Beanstalk		
<p align="center"><b><u>Fundamental Movement Skills:</u></b></p> <u>Travelling:</u> Skipping, Running fast, Hopping, Jumping for distance <u>Sending:</u> Overarm throw, Underarm throw, Rolling a ball, Bouncing a ball, Kicking <u>Receiving:</u> Catching				
<b>Key :</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Athletics</b>
<b>Y1/2</b>	<p align="center"><u>Basic Movement and Team Games</u></p> <ul style="list-style-type: none"> <li>FMS Baseline Assessment</li> <li>FMS End of KS1 assessment</li> <li>Travelling, sending, receiving</li> <li>1v1; 2v2; games</li> </ul> <p align="center"><u>Lancs Unit:</u> <u>Playground Games</u></p> <p>FMS Focus: Skipping</p>	<p align="center"><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>Linking 2/3 actions</li> <li>Linking 3/4 actions</li> <li>Remember and repeat</li> <li>Perform with control and co-ordination show a sense of dynamic, expressive and rhythmic qualities</li> </ul> <p align="center"><u>Lancs Unit:</u> <u>Y1 Gym 1</u> <u>Y1 Gym 2</u></p>	<p align="center"><u>Dance</u></p> <ul style="list-style-type: none"> <li>Linking 2/3 actions</li> <li>Linking 3/4 actions</li> <li>Remember and repeat</li> <li>Perform with control and co-ordination</li> <li>show a sense of dynamic, expressive and rhythmic qualities</li> </ul> <p align="center"><u>Lancs Unit:</u> <u>1 The Three Little Pigs</u> <u>2 Seaside</u></p>	<p align="center"><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>Describe what they have done or seen others doing. Comment on a skill or combination of skills and say how it could be improved.</li> </ul>
<p align="center"><u>Lancs Unit:</u> <u>Y1 Athletics</u></p> <p>FMS Focus: jumping for distance, Rolling a ball, Running fast, Hopping, Underarm throw</p>	<p align="center"><u>Lancs Unit:</u> <u>KS1 Catching and Bouncing</u></p> <p>FMS Focus: Catching and Bouncing</p>	<p align="center"><u>Lancs Unit:</u> <u>KS1 FMS Kicking</u></p> <p>FMS Focus: Kicking</p>		

Cycle B	 <b>PE Long Term Planning and Progression EYFS/KS1</b>			<b>Evaluating</b>
<b>EYFS</b>	FMS - Superworm	FMS - Elmer	FMS - MiniBeasts	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing</li> </ul>
	FMS - How to catch a star	FMS - Rosie's Walk	Team Games	
<p align="center"><u><b>Fundamental Movement Skills</b></u></p> <p><u>Travelling:</u> Skipping, Running fast, Hopping, Jumping for distance  <u>Sending:</u> Overarm throw, Underarm throw, Rolling a ball, Bouncing a ball, Kicking  <u>Receiving:</u> Catching</p>				
<b>Key</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Athletics</b>
<b>Y1/2</b>	<p align="center"><u>Basic Movement and Team Games</u></p> <ul style="list-style-type: none"> <li>FMS Baseline Assessment</li> <li>FMS End of KS1 assessment</li> <li>Travelling, sending, receiving</li> <li>1v1; 2v2; games</li> </ul> <p align="center"><u>Lancs Unit:</u> Y2 Games Piggy in the Middle</p> <p>FMS Focus: Hopping, rolling, catching</p>	<p align="center"><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>Linking 2/3 actions</li> <li>Linking 3/4 actions</li> <li>Remember and repeat</li> <li>Perform with control and co-ordination show a sense of dynamic, expressive and rhythmic qualities</li> </ul> <p align="center"><u>Lancs Unit:</u> Y2 Gym</p>	<p align="center"><u>Dance</u></p> <ul style="list-style-type: none"> <li>Linking 2/3 actions</li> <li>Linking 3/4 actions</li> <li>Remember and repeat</li> <li>Perform with control and co-ordination</li> <li>show a sense of dynamic, expressive and rhythmic qualities</li> </ul> <p align="center"><u>Lancs Unit:</u> 1 Toy Story 2 Robots or Fire, Fire</p>	<ul style="list-style-type: none"> <li>Describe what they have done or seen others doing.</li> <li>Comment on a skill or combination of skills and say how it could be improved.</li> </ul>
	<p align="center"><u>Lancs Unit:</u> Y2 Athletics</p> <p>FMS Focus: Jumping for distance, Overarm throw, Running fast, Underarm throw</p>	<p align="center"><u>Lancs Unit:</u> KS1 Underarm</p> <p>FMS Focus: underarm throwing</p>	<p align="center"><u>Lancs Unit:</u> Y2 FMS Bounce</p> <p>FMS Focus: Bouncing</p>	

Y3/4



# PE Long Term Planning & Progression LKS2

Cycle A

### Competitive Games

- Be aware of and use space
- Know and use rules fairly
- Throw and catch accurately with one hand
- Hit ball accurately with control
- Vary tactics and adapt game
- Develop attacking skills 3v1; 4v2

#### Lancs Units:

- \* Y3/4 Tag and Target
- \* Y3/4 Striking & Fielding: Cricket
- \* Y3 Invasion: Handball
- \* Y3/4 Netwall Unit 1

### Swimming

### Gymnastics

- Create & perform sequences of actions (4-6)
- Adapt for apparatus
- Move in a controlled way
- Include change of speed and direction
- Work with a partner

#### Lancs Units:

- \* Y3 Gym 1 & 2

### Athletics

- Running and changing speeds and direction
- Relays
- Sprinting over short distance and show stamina over long distance
- Throwing to hit a target
- Jumping

#### Lancs Unit:

- \* Y3/4 Athletics

### Dance

- Improvise freely and translate ideas from a stimulus
- Create & perform sequences of actions (4-6)
- Share and create with a partner/ small group
- Remember and repeat

#### Lancs Units:

- \* 1 Sparks might fly
- \* 2 Rock and Roll

### OAA: Anderton Centre

#### Lancs Unit:

- \* Y3/4 Team Work and Problem Solving

### Evaluating Success

- compare and contrast gymnastic sequences
- provide support and advice to others in gymnastics and dance
- be prepared to listen to the ideas of others
  - Identify what they do best and what they find difficult.
  - Make simple assessments of performance based on simple criteria given by the teacher.
  - Describe what is successful in their own performances.
- Identify aspects of their game that needs improving and say how they could go about improving them.
- recognise own improvement in ball games

Y3/4



PE Long Term Planning & Progression LKS2

Cycle B

Competitive Games

- Be aware of and use space
- Know and use rules fairly
- Throw and catch accurately with one hand
- Hit ball accurately with control
- Vary tactics and adapt game
- Develop attacking skills 3v1; 4v2

Lancs Units:

- \* Y3/4 Target Games: Dodgeball
- \* Y3/4 Striking & Fielding: rounders
- \* Y3/4 Netwall Unit 2
- \* Y3 Invasion: netball/rugby

Swimming

Gymnastics

- Create & perform sequences of actions (4-6)
- Adapt for apparatus
- Move in a controlled way
- Include change of speed and direction
- Work with a partner

Lancs Units:

- \* Y4 Gym 1 & 2

Athletics

- Running and changing speeds and direction
- Relays
- Sprinting over short distance and show stamina over long distance
- Throwing to hit a target
- Jumping

Lancs Unit:

- \* Y3/4 Athletics

Dance

- Improvise freely and translate ideas from a stimulus
- Create & perform sequences of actions (4-6)
- Share and create with a partner/ small group
- Remember and repeat

Lancs Units:

- \* 1 myths and legends
- \* 2 Ironman ( adapted to "magnets")

OAA: Anderton Centre

Lancs Unit:

- \* Y3/4 Trust and Trails
- \* follow a map in a familiar context
- \* use clues to follow a route
- \* follow a route safely
- \* follow a map in a (more demanding) familiar context
- \* follow a route within a time limit

Evaluating Success

- compare and contrast gymnastic sequences
- provide support and advice to others in gymnastics and dance
- be prepared to listen to the ideas of others
  - Identify what they do best and what they find difficult.
  - Make simple assessments of performance based on simple criteria given by the teacher.
  - Describe what is successful in their own performances.
- Identify aspects of their game that needs improving and say how they could go about improving them.
- recognise own improvement in ball games

Y5/6



### PE Long Term Planning & Progression UKS2

Cycle A

#### Competitive Games

- Gain possession by working as a team; pass in different ways
  - Chose a specific tactic for attacking and defending
  - Use a number of techniques to pass, dribble, shoot
  - Develop defending skills 5v3; 5v4
- Apply attacking and defending skills 4v4; 5v5 games

Lancs Units:

- \* Y5/6 net/wall— Badminton
- \* Y5/6 Invasion— Hockey
- \* Y5/6 Invasion—Rugby 1
- \* Y5/6 striking & Fielding: Cricket
- \* Y5/6 Invasion—Football or Netball

#### Gymnastics

- Make complex extended sequences (6-8; 8-10)
- Combine action, balance and shape
- Perform consistently to audiences
- Combine work with that of others
- Sequences to specific timings

Lancs Units:

- \* Y5 Gym 1 & 2

#### Dance

- Compose own dances: Make complex extended sequences (6-8; 8-10)
- Perform consistently to audiences
- Combine work with that of others
- Perform to an accompaniment
- Clarity, fluency, accuracy, consistency

Lancs Units:

- \* Y5/6 dance: Heroes and Villains
- \* Y5/6 Dance Robin Hood

#### Athletics

- Control take off and landing
- Throwing with accuracy
- Combining running and jumping
- Demonstrate stamina and strength

Lancs Units:

- \* Y5/6 Athletics

#### OAA: TOWER WOOD

Lancs Units:

- \* Y5/6 OAA

#### Evaluating Success

- pick up on something a partner does well and also on something that can be improved eg which aspects were performed consistently, accurately, fluently and clearly.
- know why own performance was better or not as good as their last
- know which sports they are good at and find out how to improve further
- Watch performances and games and use criteria to make judgements and suggest improvements.

Y5/6



# PE Long Term Planning & Progression UKS2

Cycle B

## Creative Games

- Agree and explain rules to others
- Work as a team and communicate a plan
- Lead others

### Lancs Units:

- \* Y5/6 creative Games

## Competitive Games

- Gain possession by working as a team; pass in different ways
- Chose a specific tactic for attacking and defending
- Use a number of techniques to pass, dribble, shoot
- Develop defending skills 5v3; 5v4
- Apply attacking and defending skills 4v4; 5v5 games

### Lancs Units:

- \* Y5/6 net/wall—Tennis
- \* Y5/6 Invasion—Netball
- \* Y5/6 Invasion—Rugby 2
- \* Y5/6 striking & Fielding: Rounders

## Gymnastics

- Make complex extended sequences (6-8; 8-10)
- Combine action, balance and shape
- Perform consistently to audiences
- Combine work with that of others
- Sequences to specific timings

### Lancs Units:

- \* Y6 Gym 1 & 2

## Dance

- Chose own music and style
- Develop sequences in a specific style
- Compose own dances: Make complex extended sequences (6-8; 8-10)
- Perform consistently to audiences
- Combine work with that of others
- Perform to an accompaniment
- Clarity, fluency, accuracy, consistency

### Lancs Units:

- \* Y5/6 Dance—earthlings
- \* Y5/6 Dance—The Highwayman

## Athletics

- Control take off and landing
- Throwing with accuracy
- Combining running and jumping
- Demonstrate stamina and strength

### Lancs Units:

- \* Y5/6 Athletics

## OAA

- follow a map into an unknown location
- use clues and a compass to navigate a route
- change route to overcome a problem
- use new information to change route
- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger

### Lancs Units:

- \* Y5: Orienteering
- \* Y5/6 OAA Teambuilding

## Evaluating Success

- pick up on something a partner does well and also on something that can be improved eg which aspects were performed consistently, accurately, fluently and clearly.
- know why own performance was better or not as good as their last
- know which sports they are good at and find out how to improve further
- Watch performances and games and use criteria to make judgements and suggest improvements.