Gladstone Road Primary School Physical Education

Curriculum Planning

Intent

Our Physical Education curriculum has been carefully planned and designed to encompass the content of the National Curriculum, Real P.E and Games to ensure that it reflects the physical development of the child.

- Pupils' Physical Education begins in the early years and builds year on year, developing pupils' expertise.
- Curriculum plans have been constructed effectively to ensure that pupils progressively develop and can achieve more.
- Golden Threads, based on the six key areas of the Real P.E: Personal, Social, Cognitive, Creative, Physical and Health and Fitness, have been identified for each year group and underpin the key knowledge and concepts taught through our curriculum, incorporating the National Curriculum through game sessions.
- Key knowledge and skills have been mapped out from the early years to the end of KS2 to ensure that that the curriculum is coherently sequenced and there is clear progression.
- The organisation of the curriculum builds skills so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- Pupils commit skills to their long-term muscle memory through repeated practice outlined in plans.

Implementation

Within and beyond our lessons we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the physical knowledge and skills suited to the age group.
- Lessons follow a consistent structure which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- Real P.E sessions follow a structure of: Warm up, skill, skill application, review method and are taught by class teachers, whereas, Games subjects such as dance and gymnastics are taught by Sports Coaches.
- The school and outdoor space are carefully used to ensure pupils are able to practise their physical skills.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through practise and revisiting, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of physical vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconceptions.

Impact

- Our Physical Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:
- End of unit assessments
- Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept is revisited.

Gladstone Road Primary School Physical Education

Curriculum Planning

GOLDEN THREADS	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and Year 6
Personal	**PSED: Managing Self** ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	I can follow instructions, practise safely and work on simple tasks by myself	I try several times if at first I don't succeed and I ask for help when appropriate	I know where I am with my learning, and I have begun to challenge myself	I can cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.
Social	**PSED: Building Relationships** ELG: Work and play cooperatively and take turns with others	I can work sensibly with others, taking turns and sharing	I can help praise and encourage others in their learning	I show patience and support others, listening well to others about our work. I am happy to show and tell them about my ideas	I help organise roles and responsibilities and can guide a small group through a task. I cooperate well with others and give helpful feedback
Cognitive	**PSED: Self-Regulation** ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	I can understand and follow simple rules and can name some things I am good at	With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	I can explain what I am doing well, and I have begun to identify areas for improvement	I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance.
Creative	**PD: Gross Motor** **ELG**: 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.	I can explore and describe different movements	I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme	I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music	I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas.
	PD: Gross Motor **ELG**: Negotiate space and obstacles	I can perform a single skill or movement with some control. I can	I can perform a range of skills with some control and	I can perform and repeat longer sequences with clear shapes and controlled movement. I can	I can link actions together so that they flow. I can perform a variety of movements and skills with good body tension.

Applying Physical	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	perform a small range of skills and link two movements together	consistency. I can perform a sequence of movements with some changes in level, direction or speed	select and apply a range of skills with good control and consistency	
Health and fitness	**PSED: Managing Self** ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	I am aware of why exercise is important for good health	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down	I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components

Gladstone Road Primary School Physical Education

Curriculum Planning

KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	**EYFS** How to control simple movements such as walking and sitting. How to move across a simple obstacle course by walking. How to balance on feet and other large areas of their body. The word 'balance' means to keep upright. How to jump from two feet and land with two feet with increasing control.	**EYFS** How to balance on feet and other large areas of their body. The word 'balance' means to keep upright. How to work as a team to develop a simple dance sequence (turning, jumping, squatting, stretching) How to balance on one foot for 5 seconds.	**EYFS** How to walk and run at different speeds. How to hold a large ball with two hands for greater control. How to throw a ball towards a large target. How to stop a rolling ball with two hands. How to use coordination to roll a ball at a given target.
Y1	**Knowledge and Skills to be developed:** Real PE Unit 1 **Co-ordination: Footwork** 1.Side-step in both directions with... 2. Gallop, leading with either foot with... 3. Hop on either foot with... 4. Skip with - Good control, good balance, smooth movements. - Keep head up, bend knees to help you balance, work off balls of feet. **Static balance: one leg** On both legs: 1. Stand still for 10 seconds with... - Minimum wobble, standing foot still, non-standing foot off the floor - Keep head up and still, keep tummy tight, keep back straight. Real PE Unit 2 **Dynamic Balance to Agility: Jumping and Landing** Jump from 2 feet to 2 feet forwards, backwards and side- to-side with... - Good take off and height, balance and control on landing, soft landings. - Bend knees on take-off and landing, keep feet a shoulder width apart, keep head up and land on balls of feet. **Static balance: Seated** In a seated position: 1. Balance with both hands/ feet down with... 2. Balance with 1 hand/ 2 feet down with... 3. Balance with 2 hands/ 1 foot down with... 4. Balance with 1 hand/ 1 foot down with... 5. Balance with 1 hand or 1 foot down with...	**Knowledge and Skills to be developed:** Real PE Unit 3 **Dynamic Balance: on a line** 1. Walk forwards with fluidity and minimum wobble with... 2. Walk backwards with fluidity and minimum wobble with... - Smooth movements, balance maintained on the line, opposite arm and leg moving forwards. - Keep back straight, keep head up and still, swing arms to help move and balance. **Static Balance: Stance** Stand on a line with good stance for 10 seconds with... - both feet facing forwards, feet still, minimum wobble (control). - Keep feet a shoulder width apart, keep balls of feet on the line, keep back straight and head up **Co-ordination: Ball Skills** 1. Sit and roll a ball along the floor around body using 2 hands with... 2. Sit and roll a ball along the floor around body using 1 hand (right and left) with... 3. Sit and roll a ball down legs and around upper body using 2 hands with... 4. Stand and roll a ball up and down legs and round upper body using 2 hands with... - Ability to move the ball in both directions, control of the ball maintained throughout, smooth movements with the ball. - Use fingers to move the ball, keep tummy tight and weight through your bottom, focus on moving the ball smoothly rather than on speed. Real PE Unit 4 **Counter Balance: With a Partner** 1. Sit holding hands with toes touching, lean in together then apart with...	**Knowledge and Skills to be developed:** Real PE Unit 5 **Co-ordination: Sending and Receiving** 1. Roll large ball and collect the rebound with... 2. Roll small ball and collect the rebound with... 3. Throw large ball and catch the rebound with 2 hands with... - Accuracy when sending. I appropriate power/weight when sending. I a good position when receiving - Look at partner. Use backswing and follow through. I Adopt a good 'ready position' (weight on balls of feet, wide base). I Keep eyes focused on the ball. **Agility: Reaction/Response** From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with... - quick reaction, quick, controlled movement, control when slowing down after catch. - Push off hard with feet, keep head steady and watch the ball, move feet to get to the ball, rather than stretching, and bend knees. Real PE Unit 6 **Agility: Ball Chasing** 1. Roll a ball, chase and collect it in balanced position facing opposite direction with... 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction with... * Control when starting and stopping quickly, timing to get in the right position, balance/control when collecting the ball. * Take up a good ready position and push off hard, keep head steady and watch the ball, try rolling the ball at different speeds to get the right challenge. **Static Balance: Floor Work** 1. Hold mini-front support position with...

		6. Balance with no hands or feet down with... - hands/feet up for 10 seconds, minimum wobble (control), balance held without strain - Keep back straight, keep head up and still, keep tummy tight. **Gymnastics Unit D** Hop, bounce, spring and skip in different directions i.e. forwards, backwards and sideways. • Bounce using feet in different combinations and repeat a pattern of movement. • Jump from one foot to two feet and from one foot to the other foot and understand how to land safely. • Identify, describe and show "thin" and "wide" shapes and turning jumps. • Understand high and low levels and link two jumps with a low-level movement. • Apply, adapt and transfer all these ideas, actions and linked movements to simple, low level apparatus at every stage of learning. **Dance** • Explore basic body patterns and movement to music. • Use a variety of moves, including travelling moves that change direction, speed and level. • Practice taking off from different positions.	2. Sit holding 1 hand with toes touching, lean in together then apart with... 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side with... - Balance maintained throughout, smooth, controlled movements, coordinated movements with partner. - Keep tummy tight, keep back straight and head up, hold on to your partner's forearms. **Athletics** • Use varying speeds when running. • Explore footwork patterns. • Explore arm mobility. • Explore different methods of throwing. • Practise short distance running. • Explore ways of jumping **Gymnastics Unit F** Know, understand and show which parts of the body can be used for spinning and rocking. • Rock on different body parts to stand up or turn over. • Know and understand the safety implications involved in various types of rolling and be able to show rolling sideways in curled and stretched shapes. • Move into and out of a sideways roll in different ways. • Link together a jump, safe landing, and rolling action showing different combinations of shapes (e.g. star shaped jump with a long thin roll) and finish in a stretched position. • Apply, adapt and transfer these ideas to appropriate apparatus (special attention should be given to safe landing e.g. land on feet with control before rolling sideways on the mat, and slide to the floor with control before rolling sideways).	2. Reach round and point to ceiling with either hand in mini-front support with... - Balance maintained throughout, correct position held, control when changing balance/ position. - Keep back straight and tummy tight, keep knees in line with hips, complete this slowly. **Dance** • Talk about ideas inspired by different stimuli. • Work with others to create dance moves. • Remember, copy and repeat actions, linking poses/moves together. • Say what I liked about someone else's dance. • Use a variety of moves that change direction, speed and level. **Games – invasion** • Throw underarm • Bounce & catch ball by self & with partner • Kick/stop a ball using a confident foot while static • Run straight and on a curve and sidestep with correct technique • Begin to follow some simple rules in invasion games (attacking and defending) • Play a game fairly and in a sporting manner
Future Learning		**Year 2** - Footwork - Static balance - Jumping and landing - Gymnastics: different pathways and movements - Dance: simple dance phases	**Year 2** - Dynamic balance - Static balance: stance. - Co-ordination: Ball skills - Athletics: agility, jumping, throwing. - Gymnastics: turns and jumps	**Year 2** - Co-ordination: sending and receiving - Agility: reaction and response. - Agility: ball chasing - Static balance; floor work and to maintain holds in various positions. - Dance: simple dance phrases - Invasion games; striking and fielding
Vocabulary	**All**	Jumping, skipping, touching, hopping, balance, space, forwards and backwards.	Line, balance, ball, sit, hand, roll, toes, jumping, forwards and backwards	Roll, catch, chase, balance, space, running, jumping, throwing, push,
	Most	Gallop, side-step, directions, wobble, take-off, bouncing, different directions, thin shapes, star shapes, high- and low-level movement, muscles, straight.	Wobble, backwards, around, rock, lean, side-to-side, body part, rolling.	Partner, ready position, power, weight, react, shoulder height, collect, chase, position, hold, movement, stretch, perform, speed, direction, team-game, rules, travel, bounce, gentle.

	Some	Fluency, control, width, pattern, copy, perform, pace, strut, waddle, creep, zoom, bob, swoosh, dive, rhythm	Stance, heel, along, right, left, short sequences	Rebound, backswing, react, pattern, sequence, glide, control
Enrichment Activities (e.g.visitors/visits)				Tennis Skills after school club.
National Curriculum		• 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.	• 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 • perform dances using simple movement patterns.	• 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.

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Curriculum Planning

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Prior Knowledge (Retrieval)	**Year 1** - Footwork - Static balance - Jumping and landing - Gymnastics: hop, bounce, spring, skip - Dance: basic body patterns and movements to music	**Year 1** - Dynamic balance (Walking backwards and forwards) - Static balance - Co-ordination: Ball Skills - Athletics: Speed, footwork, jumping, throwing - Gymnastics: Spinning and rocking on various body parts	**Year 1** - Co-ordination: sending and receiving - Agility: reaction and response - Agility: Ball chasing - Static Balance: Floor work and to maintain holds - Dance: use a variety of moves that change speeds, directions and level. - Invasion games: throwing, catching, kick and stop a ball.
Y2	**Knowledge and Skills to be developed:** Real PE Unit 1 **Co-ordination: footwork** 1. Combine side-steps with 180° front pivots off either foot with... 2. Combine side-steps with 180° reverse pivots off either foot with... 3. Skip with knee and opposite elbow at 90° angle with... 4. Hopscotch forwards and backwards, hopping on the same leg (right and left) with... - Balance and control throughout, fluent, smooth movements, movements performed in both directions/on both sides. - Keep head up and back straight, work off balls of feet looking straight ahead, Bend knees to push off and land. **Static Balance: One Leg** Dyna On both legs: 1. Stand still for 30 seconds with... 2. Complete 5 mini-squats with... - Minimum wobble (control), standing foot still, non-standing foot off the floor. - Keep head up and still, keep tummy (core muscles) tight and back straight, use arms to help you balance. Real PE Unit 2 **Balance to Agility: Jumping and Landing** 1. Jump from 2 feet to 2 feet with quarter turn in both directions with... 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) with... - Good take off and height, balance and control on landing, soft landings.	**Knowledge and Skills to be developed:** Real PE Unit 3 **Dynamic Balance: On a line** 1. Walk fluidly, lifting knees to 90° with... 2. Walk fluidly, lifting heels to bottom with... - Smooth, controlled movements and minimum wobble, balance maintained on the line, opposite arm and leg moving forwards - Work off the balls of feet, keep head still and look forward, use arms to help you move and balance as you walk (opposite arm and leg). **Static Balance: Stance** 1. Stand on low beam with good stance for 10 seconds with... - I both feet facing forwards, feet still, minimum wobble (control). - Keep feet a shoulder width apart and knees bent, keep weight on balls of feet, keep back straight, head up and look forward. **Coordination: Ball skills** Unit 4 1. Sit and roll a ball up and down legs and round upper body using 1 hand with... 2. Stand and roll a ball up and down legs and round upper body using 1 hand with... - Ability to move the ball in both directions, control of the ball maintained throughout, smooth movements with the ball. - Move the ball with fingertips, focus on maintaining good balance throughout., perform movements smoothly and then gradually increase speed. Real PE Unit 4 **Counter Balance: With a partner** 1. Hold on and, with a long base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together with... - Balance maintained throughout, smooth, controlled movements, coordinated movements with partner.	**Knowledge and Skills to be developed:** Real PE Unit 5 **Co-ordination: Sending and Receiving** 1. Throw tennis ball, catch rebound with same hand after 1 bounce with... 2. Throw tennis ball, catch rebound with same hand without a bounce with... 3. Throw tennis ball, catch rebound with other hand after 1 bounce with... 4. Throw tennis ball, catch rebound with other hand without a bounce with... 5. Strike large, soft ball along ground with hand 5 times in a rally with... * Accuracy when sending, appropriate power/weight when sending, a good position when receiving. * Explore and experiment with the speed you send the ball, move feet to get in line with the ball when receiving, try to have 'soft hands' when catching, keep eyes focused on the ball. **Agility: Reaction/response** From 1, 2 and 3 metres: 1. React and catch tennis ball dropped from shoulder height after 1 bounce with... - Quick reaction, quick, controlled movement, control when slowing down after catch. - Start quickly and accelerate by pushing off hard with feet, take up ready position with knees bent and feet apart (front to back), bend knees to help you slow down. Real PE Unit 6 **Agility: Ball Chasing** 1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction with... 2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction with...

	- Swing arms to help gain height and use them to help balance on landing, bend knees on take-off and landing, try to land softly without noise. **Static Balance: Seated** In a seated position: 1. Pick up a cone from one side, swap hands and place it on the other side. with... 2. Return the cone to the opposite side with... - Feet and hands off the floor throughout, minimum wobble, balance held without strain. - Keep weight going through your bottom, keep tummy tight (core muscles) and back straight, keep head up and breathe throughout. **Gymnastics** Unit I • Experiencing and identifying different patterns or pathways on the floor, straight, zig-zag and curving. • Identifying the different directions of different pathways. • Making pathways on the floor which are large or small. • Travelling on the pathways with high or low movement. • Experimenting with different movements. • Finding appropriate movements to travel different shaped pathways e.g. run and turning, jump repeated several times with create a zig-zag pathway. • Partner work. "Follow-my-leader" showing different shaped pathways, and appropriate movements for travelling on them. • All these ideas, at every stage, are transferred to appropriate apparatus and adapted and developed as necessary. **Dance** • Choose moves to communicate a mood, feeling or idea. • Work with others to create simple dances showing some control. • Compose and perform simple dance phrases to music that show rhythm and control. • Begin to provide feedback using key vocabulary.	- Keep tummy (core muscles) tight and body straight throughout, hold with straight arms when leaning back, hold on to partner's forearms and maintain a long base. **Athletics** Run with agility and confidence. • Learn the best jumping techniques for distance. • Throw different objects in a variety of ways. • Hurdle an obstacle and maintain effective running style. • Run for distance • Complete an obstacle course with control and agility. **Gymnastics** Unit J • Understand and show a variety of controlled turning jumps e.g. ¼, ½, ¾ or full turn using one foot to two feet or two feet to two feet. • Understand the safety implications and demonstrate a variety of rolls and spins on different parts of the body showing coordination and contrasts in speed. • Use a jump to link together a turning movement in the air with a turning or spinning movement on the floor. • Understand that "fixing" one half of the body to the floor and then turning the other half produces a twisted position and show various ways of moving out of it. • Transfer, adapt and apply all of these ideas safely t apparatus at every stage of learning.	- Control when starting and stopping quickly, timing and movement to get in the right position, balance/control when collecting the ball. - Start quickly and accelerate by pushing hard with feet, drive arms from 'hips to lips' to help you accelerate, keep watching the ball and concentrate on timing so you arrive at the right time. **Static Balance: Floor Work** 1. Place cone on back and take it off with other hand in mini-front support with... 2. Hold mini-back support position with... 3. Place cone on tummy and take it off with other hand in mini-back support with... - Balance maintained throughout, correct position held by keeping back straight control when changing balance/position. - Keep hands in line with shoulders and knees in line with hips (mini-front support), keep hands in line with shoulders and knees in line with hips (mini-back support), point fingers towards feet in the mini-back support. **Dance** • Choose moves to communicate a mood, feeling or idea. • Work with others to create simple dances showing some control. • Compose and perform simple dance phrases to music that show rhythm and control. • Begin to provide feedback using key vocabulary. **Games – striking and fielding** • Learn how to hold a bat/ stick/ racket appropriately. • Position body to strike a ball. • Develop catching skills • Learn skills and rules for playing striking and catching games. • Use fielding skills to play a game.
Future Learning	**Year 3** - Co-ordination: Footwork. - Static Balance: One Leg - Dynamic Balance to Agility: Jumping and Landing.	**Year 3** - Dynamic Balance: On a line - Coordination: Ball Skills. - Coordination: Sending and receiving. - Counterbalance: With a Partner.	**Year 3** - Agility: Reaction/Response - Static Balance: Floor Work - Agility: Ball Chasing.

Gladstone Road Primary School Physical Education

Curriculum Planning

		- Static Balance: Seated - Gymnastics; compose a short sequence - Dance: perform a dance with rhythm and expression.	- Invasion games/net: throwing and catching - Athletics: running at different speeds, throwing, jumping,	- Static Balance: Stance - Fitness: warming up and cooling down, improving fitness - Games: striking and fielding
Vocabulary	**All**	Elbow, opposite, balance, height, cone, large, small, movement	Forwards, lifting, legs, down, stand, up, running, jumping, throwing, speed, height, turning, rolling	Catch, bounce, throw, dropped, lying, tummy, movement, running, jumping, throwing, speed, height
	Most	Half turn, quarter turn, control, tight, mini-squat, freeze, swing, landing (soft), return, swap, muscles, directions, travel, follow my leader, partner work, straight, action, stretch, space, copy, sequence, flexibility.	Heels, low beam, upper body, hold balance, direction, team game, team-mate, rules, distance, height, challenges, competition, obstacles, spinning, twisting, quarter, half, three-quarters, full, rolling, spin.	Strike, along the ground, rally, quickly, ready position, position, stretch, control, space, copy, perform, sequence, flexibility, direction, team game, team-mate, rules, distance, challenges, competition.
	Some	Pivot, 90°, 180°, combine, core muscles, dominant (non), core, zig-zag, curving, pattern, perform, sequence, agility, coordination, choreography.	Fluidity, maintain, 90°, long base, core-muscles, obstacles, revolving	Accelerate, maintain, pattern, sequence, agility, coordination, obstacles.
Enrichment Activities (e.g.visitors/visits)		After school clubs: Fitness Zumba Netball	After school clubs: Golf Netball Strictly come dance club.	After school clubs: Inter class football Drama Rounders
National Curriculum		• 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	• 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.	• 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

Gladstone Road Primary School Physical Education

Curriculum Planning

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Prior Knowledge (Retrieval)	**KS1** - Co-ordination: footwork - Static Balance: One Leg - Balance to Agility: Jumping and Landing - Static Balance: Seated - Gymnastics: identify patterns or pathways - Dance: provide feedback and perform simple dance phrases.	**KS1** - Dynamic Balance: On a line - Static Balance: Stance - Counterbalance: With a partner - Athletics: jumping and running. - Gymnastics: rolls and spins.	**KS1** - Co-ordination: Sending and Receiving - Agility: Reaction/response - Agility: Ball Chasing - Static Balance: Floor Work - Dance: provide feedback and perform simple dance phrases. - Games – striking and fielding
Y3	**Knowledge and Skills to be developed:** Real PE Unit 1 Co-ordination: Footwork. 1. Hopscotch forwards and backwards, alternating hopping leg each time with... 2. Move in a 3-step zigzag pattern forwards with... - Balance and control throughout, fluent and smooth movements, movements performed in - both directions/on both sides. - Keep head up and back straight, work off balls of feet and increase speed when ready, bend knees and use arms to help you balance. Real PE Unit 2 Static Balance: One Leg On both legs: 1. Stand still for 30 seconds with eyes closed with... 2. Complete 5 squats with... - Minimum wobble (control), smooth, controlled movements, non-standing foot off the floor. - Look forward and imagine a focus point, use your arms to help you balance, keep your tummy (core muscles) tight and back straight. Dynamic Balance to Agility: Jumping and Landing. 1. Jump from 2 feet to 2 feet with 180° turn in either direction with... 2. Complete a tucked jump. - Good take off and height, balance and control on landing, soft landings.	**Knowledge and Skills to be developed:** Real PE Unit 3 Dynamic Balance: On a line 1. March, lifting knees and elbows up to a 90° angle with... 2. Walk fluidly with heel to toe landing with... - Smooth, controlled movements and minimum wobble, balance maintained on the line, opposite arm and leg moving forwards smoothly. - Keep tummy (core muscles) tight and back straight, keep head still and look forward, use arms to help you move and balance as you walk, bringing them from 'hips to lips'. Coordination: Ball Skills. In 20 seconds or less: 1. Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) with... 2. Move a ball round waist 17 times with... - Control of the ball maintained throughout, ability to complete challenges in both directions consistently and smoothly, smooth movements with the ball. - Move the ball with fingers, avoiding it touching body, focus on maintaining good balance and looking straight ahead throughout, perform movements smoothly and then gradually increase speed. Real PE Unit 4 Coordination: Sending and Receiving. 1. Strike a ball with alternate hands in a rally with... 2. Kick a ball with the same foot with... - Accuracy and weight when sending, a good position when receiving, I fluency/rhythm throughout. - Vary the speed you send the ball to find which is most effective, Watch the ball and move feet to get	**Knowledge and Skills to be developed:** Real PE Unit 5 Agility: Reaction/Response From 1, 2 and 3 meters: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with... - Quick reaction, quick, controlled movement, control when slowing down after catch. - Start quickly and accelerate by pushing off hard with feet and looking forwards, take up a ready position with knees bent and feet apart (front to back), bend the knee on 'catching leg' and take weight back to enable you to stop quickly (core muscles) tight and back straight. Static Balance: Floor Work 1. Hold full front support position with... 2. Lift 1 arm and point to the ceiling with either hand in front support with... - Balance maintained throughout, correct position held by keeping back straight, control when changing balance/position. - Keep back straight and flat, keep legs straight and stretched out, keep hands in line with shoulders and complete slowly. Real PE Unit 6 Agility: Ball Chasing. 1. Chase a large, rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with...

	- Swing arms to help gain height and use them to help balance on landing, keep head up on landing, bend knees on landing. Static Balance: Seated In a seated position: 1. Pick up a cone from one side and place it on the other side with same hand with... 2. Return it to the opposite side using the other hand with. - Feet and hands off the floor throughout, minimum wobble, balance held without strain. - Keep tummy tight (core muscles) and back straight, use arms to help maintain balance, head up and breathe throughout **Gymnastics** Unit L • Travel showing a range of stretched and curled shapes (eg rolling, jumping and beginning of cartwheel activities) and join together two or more contrasting actions • Demonstrate stretched and curled balance on different body parts showing an understanding an understanding of high and low positions • Identify and perform matching shapes with a partner, facing each other, one behind the other, side by side, or passing over a partner • Compose a short sequence with a partner demonstrating an understanding of levels, directions and speeds, and be able to identify what adaptations were required to enhance the overall performance • Adapt and transfer all these ideas and skills onto apparatus at every stage pf learning **Dance** • Explore dance movements and create patterns of movement. • Develop precision of movement. • Work cooperatively with a partner and with a group to create a dance piece. • Perform in front of others with confidence. • Show body awareness.	in line with the ball when receiving, keep eyes focused on the ball, use backswing and follow through when striking/ kicking. Counter Balance: With a Partner. 1. Hold on and, with a short base, lean back, hold balance and then move back together with... 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with... - Balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner. - Keep tummy (core muscles) tight and body straight throughout, hold with straight arms when leaning back, hold on to partner's forearms and keep a short base. **Games - invasion/net (benchball)** • Practise accuracy of throwing and consistent catching. • Throw the ball back and forth to a partner over a small space • Use throwing and catching skills in a game. • Begin to throw a ball over a net • Move from a ready position into an attacking/defending position quickly • Play a game fairly and in a sporting manner **Athletics** Run in different directions and at different speeds, using a good technique. • Improve throwing technique. • Reinforce jumping techniques. • Understand the relay and passing the baton. • Choose and understand appropriate running techniques. • Compete in a mini-competition, recording scores.	- Control when starting and stopping quickly, timing and movement to get in the right position, balance/control when collecting the ball. - Accelerate by pushing off hard with feet and driving arms from 'hips to lips', bend knees as you allow the ball to go through your legs, keep watching the ball and concentrate on timing so you arrive at the right time, move feet quickly to get in the collecting position in good time. Static Balance: Stance On a line/low beam: 1. Receive a small force from various angles with... 2. Raise alternate feet 5 times with... with... - Both feet facing forwards, balance maintained throughout, minimum wobble (control). - Keep feet a shoulder width apart and knees bent, keep weight on balls of feet, keep back straight, head up and look forward at a focus point. **Fitness** • Begin to understand the importance of warming up and cooling down properly (preparing body and preventing injury) • Learn fitness skills during circuit training • Practise and improve fitness skills • Measure and record results • Begin to measure their pulse rate accurately • Begin to evaluate the effect of fitness activity on pulse rate **Games - striking and fielding (kick it)** • Develop different kicks • Develop dribbling skills for control using inside and outside of foot • Be aware of others when playing games. • Choose the correct skills to meet a challenge. • Perform a range of actions, maintaining control of the ball. • Consolidate and develop a range of skills in striking and fielding. • Develop and investigate different ways of throwing (when fielding) and know when it is appropriate to use them. • Practise the correct technique for catching a ball and use it in a game.

Gladstone Road Primary School Physical Education

Curriculum Planning

		• Understand the importance of warming up and cooling down, both body and mind. • Use knowledge of dance to create a story in small groups. • Perform a dance with rhythm and expression.		• Consolidate and develop a range of skills in striking and fielding. • Practise the correct technique for fielding and use it in a game situation. • Strike the ball with feet for distance
Future Learning		**Year 4** - Co-ordination: Footwork. - Static Balance: One Leg - Dynamic Balance to Agility: Jumping and Landing. - Balance: Seated. - Gymnastics: travelling, jumping, rolling and balancing. - Dance: perform chosen dance styles	**Year 4** - Dynamic Balance: On a line - Coordination: Ball Skills. - Coordination: Sending and receiving. - Counterbalance: With a Partner. - Yoga – balances and relaxation. - Games – Net/wall (volleyball)	**Year 4** - Agility: Reaction/Response - Static Balance: Floor Work - Agility: Ball Chasing. - Static Balance: Stance - Fitness – warming up and cooling down, improving fitness levels. - Outdoor and Adventurous - orienteering
Vocabulary	**All**	Opposite, elbow, heel raises, straight, stretching, balances, partner work, follow my leader, movement, speed	Tummy, around, height, same foot, kick, return, throwing, catching, attacking, defending, throw, catch, pass, over arm, under arm, running, jumping, height, sprint	Feet apart, personal best, personal improvement, measure, record, practice, throwing, catching, kicking, team game, teammate, rules, attacking, defending, competition, underarm, overarm, practice
	Most	180°- half turn, 90° - quarter turn, focus point, support (with and without), improve, practise, feedback, balls of feet, shape, hold, curling, travelling, curled up, matching, passing over, direction, space, travel, stretch, control, perform, plan, repeat, create, levels, physical strength, practise	Heel to toe landing, hips to lips, apart, position, perform, team game, team-mate, rules, opponent, tactics, leader, challenges, competition, control, accuracy, tactics, opposition, rules, fair play, distance, shoulder pass, chest pass, bounce pass, accuracy, respect, distance, obstacles, target, run up.	Weight, catching leg, point, transfer, hips to lips, angles, raising, technique, pulse rate, opponent, tactics, leader, challenges, control, accuracy, strike, field, tactics, opposition, fair play, lead, respect, shoulder pass, chest pass, accuracy.
	Some	Combine, pivot, focus point, static, dynamic momentum, sequence, expressive, refine, levels	Alternate, short base, forearm, coordinated, maintain, possession, conserve energy, sustain performance	Sustain performance, conserve energy, driving arms, maintain, force, resilience, self-motivation, effectiveness, circuit training, perseverance,
Enrichment Activities (e.g.visitors/visits)		After school clubs: Gymnastics Zumba Netball	After school clubs: Netball Table Tennis Strictly come dance club	After school clubs: Inter class football Drama Rounders Cricket
National Curriculum		• use running, jumping, throwing and catching in isolation and in combination • 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.	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • 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.	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, 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

			• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Gladstone Road Primary School Physical Education

Curriculum Planning

KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	**KS1/Year 3** - Co-ordination: Footwork. - Static Balance: One Leg - Dynamic Balance to Agility: Jumping and Landing. - Static Balance: Seated - Gymnastics; sequence and patterns - Dance: movements to music and perform a dance with rhythm and expression.	**KS1/Year 3** - Dynamic Balance: On a line - Coordination: Ball Skills. - Coordination: Sending and receiving. - Counterbalance: With a Partner. - Invasion games/net: throwing and catching - Athletics: running at different speeds, throwing, jumping, - Gymnastics: turns and jumps.	**KS1/Year 3** - Agility: Reaction/Response - Static Balance: Floor Work - Agility: Ball Chasing. - Static Balance: Stance - Fitness: warming up and cooling down, improving fitness - Games: striking and fielding - Dance: provide feedback and perform simple dance phrases.
Y4	**Knowledge and Skills to be developed:** Real PE Unit 1 Co-ordination: Footwork. 2. Move in a 3-step zigzag pattern forwards with... 3. Move in a 3-step zigzag pattern backwards with... - Balance and control throughout, fluent and smooth movements, movements performed in - both directions/on both sides. - Keep head up and back straight, work off balls of feet and increase speed when ready, bend knees and use arms to help you balance. Static Balance: One Leg On both legs: 2. Complete 5 squats with... 3. Complete 5 ankle extensions with... - Minimum wobble (control), smooth, controlled movements, non-standing foot off the floor. - Look forward and imagine a focus point, use your arms to help you balance, keep your tummy (core muscles) tight and back straight. Real PE Unit 2 Dynamic Balance to Agility: Jumping and Landing. 2. Complete a tucked jump. 3. Complete a tucked jump with 180° turn in either direction with...	**Knowledge and Skills to be developed:** Real PE Unit 3 Dynamic Balance: On a line 2. Walk fluidly with heel to toe landing with... 3. Walk fluidly, lifting knees and using heel to toe landing with... - Smooth, controlled movements and minimum wobble, balance maintained on the line, opposite arm and leg moving forwards smoothly. - Keep tummy (core muscles) tight and back straight, keep head still and look forward, use arms to help you move and balance as you walk, bringing them from 'hips to lips'. Coordination: Ball Skills. In 20 seconds or less: 2. Move a ball round waist 17 times with... 3. Stand with legs apart and move a ball around alternate legs 16 times with... - Control of the ball maintained throughout, ability to complete challenges in both directions consistently and smoothly, smooth movements with the ball. - Move the ball with fingers, avoiding it touching body, focus on maintaining good balance and looking straight ahead throughout, perform movements smoothly and then gradually increase speed. Real PE Unit 4 Coordination: Sending and Receiving. 2. Kick a ball with the same foot with... 3. Kick a ball with alternate feet. Roll 2 balls alternately using both hands, sending 1 as the other is returning with...	**Knowledge and Skills to be developed:** Real PE Unit 5 Agility: Reaction/Response From 1, 2 and 3 meters: 1. React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with... - Quick reaction, quick, controlled movement, contol when slowing down after catch. - Start quickly and accelerate by pushing off hard with feet and looking forwards, take up a ready position with knees bent and feet apart (front to back), bend the knee on 'catching leg' and take weight back to enable you to stop quickly (core muscles) tight and back straight. Static Balance: Floor Work 2. Lift 1 arm and point to the ceiling with either hand in front support with... 3. Transfer cone on and off back in front support with... - Balance maintained throughout, correct position held by keeping back straight, control when changing balance/position. - Keep back straight and flat, keep legs straight and stretched out, keep hands in line with shoulders and complete slowly. Real PE Unit 6 Agility: Ball Chasing. 2. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with... 3. Complete above challenges with tennis ball with...

	- Good take off and height, balance and control on landing, soft landings. - Swing arms to help gain height and use them to help balance on landing, keep head up on landing, bend knees on landing. Static Balance: Seated In a seated position: 2. Return it to the opposite side using the other hand with. 3. Sit in a dish shape and hold it for 5 seconds with... - Feet and hands off the floor throughout, minimum wobble, balance held without strain. - Keep tummy tight (core muscles) and back straight, use arms to help maintain balance, head up and breathe throughout **Gymnastics** Unit Q • Show a variety of travelling, jumping, rolling and balancing skills and understand how different body parts are capable of receiving weight • Identify and use skills which transfer weight from feet to hands and back to feet again • Move smoothly into and from a balance and link balances with travelling and rolling actions • Show an understanding of shapes, levels and speeds • Create a sequence side-by-side with a partner to show a variety of ways of receiving body weight with control and accuracy, work co-operatively and offer constructive ideas • Transfer all these ideas and skills onto apparatus at every stage of development and extend or adapt as appropriate **Dance** • Identify and practise the patterns and actions of a chosen dance style. • Using a range of movement patterns, show an awareness of the music's rhythm and phrasing. • Create partnered and small group dances that reflect the dancing style and apply the key components of dance.	- Accuracy and weight when sending, a good position when receiving, I fluency/rhythm throughout. - Vary the speed you send the ball to find which is most effective, Watch the ball and move feet to get in line with the ball when receiving, keep eyes focused on the ball, use backswing and follow through when striking/ kicking. Counter Balance: With a Partner. 2. Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together with... 3. Perform above challenges with eyes closed with... - Balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner. - Keep tummy (core muscles) tight and body straight throughout, hold with straight arms when leaning back, hold on to partner's forearms and keep a short base. **Yoga** Keep a strong foundation when performing balances. • Strengthen body in standing, seated and balanced poses and forwards and backward bends, • Know how breathing techniques can help me to feel calmer. • Understand the value of relaxation on both my body and mind. • Create and sequence paired yoga poses that reflect the theme of the session. • Perform clear and fluent flows and dances that reflect the stimuli or chosen dance style. • Evaluate my own and others' work. **Games – Net/wall (volleyball)** • Identify and apply techniques for hitting a volley ball. • Develop the techniques for strokes and volleys. • Develop the basic skills in volleyball – passing, serving, digging and spiking • Practise all techniques. • Use the scoring system and court for volleyball. • Play a volleyball game using a serve and the correct selections of shots.	- Control when starting and stopping quickly, timing and movement to get in the right position, balance/control when collecting the ball. - Accelerate by pushing off hard with feet and driving arms from 'hips to lips', bend knees as you allow the ball to go through your legs, keep watching the ball and concentrate on timing so you arrive at the right time, move feet quickly to get in the collecting position in good time. Static Balance: Stance On a line/low beam: 3. Raise alternate knees 5 times with... 4. Catch ball at chest height and throw it back with... - Both feet facing forwards, balance maintained throughout, minimum wobble (control). - Keep feet a shoulder width apart and knees bent, keep weight on balls of feet, keep back straight, head up and look forward at a focus point. **Fitness** • Understand the importance of warming up and cooling down properly (preparing body and preventing injury) • Learn fitness skills during circuit training • Practise and refine fitness skills • Measure and record results accurately • Measure their pulse rate with accuracy • Evaluate the effect of fitness activity on pulse rate **Outdoor and Adventurous** • Read a map using more complex keys and symbols to complete a variety of orienteering exercises • Participate in a range of problem solving and adventure games, introducing additional variations such as non-verbal communication, no physical contact etc. • Recognise what is needed to keep themselves and others safe • Describe what they and others have done using an increasing range of vocabulary in order to improve their performances • To take part in outdoor and adventurous activity challenges both individually and within a team. • To work together in groups, developing problem-solving skills.

Gladstone Road Primary School Physical Education

Curriculum Planning

		• Recognise my thoughts and begin to understand some of my feelings. • Talk about new experiences with others. • Respond imaginatively to stimuli related to character/music/story. • Perform clear and fluent flows/dances that reflect the stimuli/chosen dance style. • Evaluate my own work and others.		
Future Learning		**Year 5** - Dynamic Balance: On a Line. - Counterbalance: with a Partner. - Swimming: 25m swim independently - Gymnastics: bridges - Dance: fluent dances	**Year 5** - Static Balance: Stance. - Coordination: Footwork. - Swimming: 25m swim independently - Athletics: running, throwing, footwork, jumping - Gymnastics: jumps and sequencing.	**Year 5** - Static Balance: Seated. - Static Balance: Floor Work - Dynamic Balance to Agility: Jumping and Landing. - Static Balance: One Leg - Games – invasion (netball) - Games – striking and fielding (rounders)
Vocabulary	**All**	Straight, elbow, balance, skip, hop, bounce, spring, turn, spin, direction, forwards, backwards, sideways, space, body parts, speed,	Tummy, around, apart, height, same foot, position, kick, return, perform, balance, movement, stretch, space, copy, perform, breaths, net, pass, attack, defending	Weight, feet apart, personal best, personal improvement, measure, record, practice, muscular, teamwork, balance, strength, space, follow, map, weather, direction, safety.
	Most	180°- half turn, opposite, half turn, hopscotch, 90° - quarter turn, improve, heel raises, practise, feedback, balls of feet, straight, shape, hold, body weight, taking weight, travel, limbs, travel, stillness, freeze, statue, gallop, sequence, levels, space, dynamics, repetition, reaction, patterns, mood, feelings.	Heel to toe landing, hips to lips, tummy, around, alternate, return accuracy. short base, forearm, perform, coordinated, action, stretch, control, space, poses, pattern, copy, perform, breaths, calm, relaxation, sequence, flexibility, volley, serve, spike, block, footwork, position, rules, scoring, create space, tactics	point, transfer, hips to lips, maintain, angles, force, raising, technique, circuit training, pulse rate, cardio, mental north, east, south, west, map skills, compass, symbols, communication, confidence, determination, agility, challenge, cooperation, senses, adapt, sportsmanship, protection.
	Some	Combine, pivot, focus point, static, dynamic, momentum, receiving, limbs, continuity, sequence, repetition, patterns.	Dig, spike, set, problem solving, solutions, rally, umpire, short base, poses,	Catching leg, driving arms, resilience, competence, effectiveness, perseverance, self-motivation, orienteering, self-esteem, co-ordination, barriers, navigate, adverse
Enrichment Activities (e.g.visitors/visits)		After school clubs: Zumba Athletics Table Tennis Athletics Glee Club Rugby	After school clubs: Netball Glee Club Athletics Film Club Strictly come dance club Cricket	After school clubs: Inter class football Drama Club Basketball Rounders
National Curriculum		• use running, jumping, throwing and catching in isolation and in combination • 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.	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	• use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • 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.	• compare their performances with previous ones and demonstrate improvement to achieve their personal best. • take part in outdoor and adventurous activity challenges both individually and within a team

Gladstone Road Primary School Physical Education

Curriculum Planning

KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	**Lower KS2** - Co-ordination: Footwork. - Static Balance: One Leg - Dynamic Balance to Agility: Jumping and Landing. - Balance: Seated. - Gymnastics: travelling, jumping, rolling and balancing. - Dance: perform chosen dance styles	**Lower KS2** - Dynamic Balance: On a line - Coordination: Ball Skills. - Coordination: Sending and receiving. - Counterbalance: With a Partner. - Yoga – balances and relaxation. - Games – Net/wall (volleyball) - Invasion games/net: throwing and catching. - Athletics: running at different speeds, throwing and jumping. - Gymnastics: turns and jumps.	**Lower KS2** - Agility: Reaction/Response - Co-ordination: sending and receiving - Static Balance: Floor Work - Agility: Ball Chasing. - Static Balance: Stance and Floor Work - Dance: simple dance phrases - Games – striking and fielding - Fitness – warming up and cooling down, improving fitness levels. - Outdoor and Adventurous – orienteering
Y5	**Knowledge and Skills to be developed:** Real PE Unit 2 Dynamic Balance: On a Line. 1. Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing with... 2. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing) with... - Balance maintained on the line, opposite arm and leg driving forwards, fluidity and minimum wobble. - Keep head still and back straight, use arms to help you move and balance as you walk, bringing them from 'hips to lips', practise the movement slowly at first movements. Counter Balance: with a Partner. 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with... 2. Stand on 1 leg while holding on to partner's opposite foot with... - Balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner. - Keep core muscles tight, keep body straight, looking at partner throughout, and hold balance, start by leaning in and then slowly lean back using smooth, controlled movements. **Swimming**	**Knowledge and Skills to be developed:** Real PE Unit 3 Static Balance: Stance. On a line/low beam: 1. Raise alternate knees to opposite elbow 5 times with... 2. Catch large ball thrown at knee height and above head with... - Balance maintained throughout, minimum wobble (control), good posture (head up/back straight). - Keep feet a shoulder width apart and bend knees, keep head up looking forward, use smooth, controlled movements by twisting body to catch the ball. Coordination: Footwork. 1. Combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg with... 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with... - Smooth, controlled movements, fluency and rhythm, movements performed in both directions/on both sides. - Keep head up and back straight throughout., keep feet close to the ground as you move, bend knees and use arms to help you balance. **Swimming** Develop basic pool safety skills and confidence in water. Develop travel in vertical or horizontal position and introduce floats. Develop push and glides, any kick action on front and back with or without support aids.	**Knowledge and Skills to be developed:** Real PE Unit 4 Static Balance: Seated. In a seated position: 1. Reach and pick up cone an arms distance away, swap hands and place it on the other side (both directions) with... 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with... - Feet and hands off the floor throughout, minimum wobble, balance held without strain. - Keep legs, back and arms straight, use smooth, controlled movements, keep core muscles tight. Static Balance: Floor Work 1. Transfer tennis ball on and off back in a front support with... 2. Transfer cone on and off tummy in back support with... - Good posture straight back, balance held without strain, control while transferring objects. - Keep back straight and flat/ tummy up, keep legs straight and stretched out and breathe slowly, keep core muscles tight and posture aligned. Real PE Unit 5 Dynamic Balance to Agility: Jumping and Landing. 1. Jump 2 feet to 2 feet forwards, backwards and side-to-side with... 2. Hop forward and backwards, freezing on landing with... 3. Jump 1 foot to other forwards and backwards, freezing on landing with...

	• Develop basic pool safety skills and confidence in water. Develop travel in vertical or horizontal position and introduce floats. Develop push and glides, any kick action on front and back with or without support aids. • Develop entry and exit, travel further, float and submerge. • Develop balance, link activities and travel further on whole stroke. • Show breath control. • Introduction to deeper water. •Treading water. • Use a range of strokes effectively (front crawl, backstroke & breaststroke). • Swim competently, confidently and proficiently for at least 25m. • Perform safe self-rescue in different water-based situations. **Gymnastics** Unit T • Identify and show a range of bridge shapes with back and front or side of the body towards the floor or apparatus • Understand and demonstrate a variety of high and low level bridges and join two together with a rolling movement • Travel in different directions showing a variety of bridge shapes • Understand how to move smoothly into and from a variety of bridge shapes individually and with a partner and create a sequence using variations in levels, speeds and directions • Understand the range of movements necessary to create a balanced sequence and be able to recognise when one is absent • Transfer and extend all these ideas and skills onto apparatus at every stage of learning **Dance** • Show fluency and control when practising the patterns and actions of a chosen dance style. • Show awareness of the music's rhythm and phrasing when improvising.	• Develop entry and exit, travel further, float and submerge. • Develop balance, link activities and travel further on whole stroke. • Show breath control. • Introduction to deeper water. •Treading water. • Use a range of strokes effectively (front crawl, backstroke & breaststroke). • Swim competently, confidently and proficiently for at least 25m. • Perform safe self-rescue in different water-based situations. **Athletics** • Select and maintain a running pace for different distances. • Practise throwing with greater power, efficiency and accuracy. • Throw safely and with understanding. • Demonstrate good running technique in a competitive situation. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Utilise all the skills learned in a competition. **Gymnastics** Unit U • Identify and show the five basic jumps (one foot to one foot; one foot to the other foot; one foot to two feet; two feet to two feet; two feet to one foot) and demonstrate a variety of clear body shapes in the air • Understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variations in a pathway • Spring from feet to hands and back to feet again • Join together with a partner in a controlled manner a jump and roll to show contrasting body shapes (eg tucked jump and stretched roll) • Compose a sequence showing two different jumps, landings and rolls, and one action of flight taking weight from feet to hands to feet • Transfer all these skills and principles to suitable apparatus with safe and adequate landing areas	- Good take off and height, balance and control on landing, soft and controlled landings. - Swing arms to help gain height and use them to help balance on landing, bend knees on take-off and landing, land softly on balls of feet without noise, facing forward. Static Balance: One Leg On both legs: 1. Stand still on uneven surface for 30 seconds with... 2. Stand still on uneven surface for 30 seconds with eyes closed with... - Stability, smooth, controlled movements, consistent performances. - Keep your tummy (core muscles) tight, use your arms to help you balance, use smooth, controlled movements. **Games – invasion (netball)** • Demonstrate basic passing and receiving skills using a netball. • Develop an understanding and knowledge of the basic footwork rule of netball. • Use good hand/eye co-ordination to pass and receive a ball successfully. • Develop skills in the range of passes – chest pass, shoulder pass, bounce pass and understand which pass to use depending on the distance the ball needs to travel. • Understand the importance of 'getting free' in order to receive a pass. • Understand how to make space by moving away and coming back and by dodging. • Be able to demonstrate a range of defending skills and understand how to mark an opponent. • To understand how to intercept a pass. • Learn how to shoot. • Understand the different positions in a Bee (stinger) netball team (five-a-side). • Recognise which positions are attacking and which are defending **Games – striking and fielding (rounders)** • Develop and investigate different ways of throwing, and to know when each is appropriate. • Use ABC (agility, balance, co-ordination) to field a ball well.

Gladstone Road Primary School Physical Education

Curriculum Planning

		• Listen to others and share ideas about how to make improvements. • Begin to take encouragement and advice from others. • Begin to understand why some activities feel uncomfortable and show a willingness to overcome fears. • Show enthusiasm for the ideas of others. • Perform fluent dances that vary in direction, space and rhythm and show characteristics of the different styles, eras and cultures.		• Use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. • Use hand-eye coordination to strike a moving and a stationary ball. • Develop fielding skills and understand their importance when playing a game. • Learn the different fielding roles and their importance in the game (i.e. backstop, bowler, 1st post, 4th post, deep fielders) • Play in a competitive situation, and to demonstrate sporting behaviour (rounders).
Future Learning		**Year 6** - Coordination: Sending and receiving. - Agility: Ball Chasing - Coordination: Ball Skills - Agility: Reaction and Response. - Gymnastics – applying skills on apparatus - Dance – evaluating their performances	**Year 6** - Dynamic Balance: On a Line. - Counterbalance: with a Partner. - Static Balance: Stance. - Coordination: Footwork. - Gymnastics transfer skills from floor work to apparatus. - Games – invasion (rugby)	**Year 6** - Balance: Seated. - Static Balance: Floor Work - Dynamic Balance to Agility: Jumping and Landing. - Static Balance: One Leg - Games – net/wall (tennis) - Games – Striking and fielding (cricket) - Swimming – swim 25m independently
Vocabulary	**All**	Speed, lunge, create, strong, strength, stamina, space, direction, movements, shapes, travelling, balanced	Opposite, thrown, perform, across, choose, throwing, space, teamwork, sprint, hurdle, choose, power, landings, compete, personal best, improve, throwing	Arm's distance, forwards, freeze, backwards, side-to-side, movement, repeatable, smooth, uneven, passing, catching, space, area, dodge, score, shoot, distance, points, throwing, defend, attack, teamwork, catching, throwing, underarm, overarm
	Most	Heel to bottom, extend, lunge, 90° angle, sink hips, high and low levels, bridge shapes, sequence, original, imaginative, expressive, precise, body posture, high energy, slow grace, combine, maintain, patterns, action, rhythm, fluent, perform,	Knee height, posture, knee raise, fluent, consistent, maximum speed, rhythm, across, choose, combine, technique, possession, space, area, isolation (alone), teamwork, good role model, communication, throw accurately, body shape, control, take offs, landings, track, set targets.	Performance, repeatable, control, posture, stretched, maintain, receiving, possession, footwork, block, mark, positions (GA, GS, C etc.), court, distance, tactics, possession, communication, control, strike, bowled, backstop, fielding, batter, stance.
	Some	Sink hips, driving controlled, counterbalance, complex	Consistent, isolation (alone), refine performance, analyse technique,	Stability, strain, offside, anticipate,
Quality Texts		Secrets of a Sun King		
Enrichment Activities (e.g.visitors/visits)		After school clubs: Glee Club Rugby Football (girls and boys)	After school clubs: Film Club Glee Club Athletics Cricket Strictly come dance club	After school clubs: Drama Club Glee Club Inter class football Rounders
National Curriculum		• Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	• Use running, jumping, throwing and catching in isolation and in combination. • develop flexibility, strength, technique, control and balance (or example, through athletics)	• Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

	• Develop flexibility, strength, technique, control and balance. **Swimming** • 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.	• compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. **Swimming** • 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.	• Develop flexibility, strength, technique, control and balance dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Gladstone Road Primary School Physical Education

Curriculum Planning

KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	**Lower KS2/Y5** - Dynamic Balance: On a Line. Jumping and landing - Counterbalance: with a Partner. - Swimming: 25m swim independently - Gymnastics: bridges, travelling, jumping, rolling and balancing - Dance: fluent dances - Co-ordination: Footwork. - Balance: seated	**Lower KS2/Y5** - Static Balance: Stance. - Coordination: Footwork. - Swimming: 25m swim independently - Athletics: running, throwing, footwork, jumping - Gymnastics: jumps and sequencing. - Dynamic Balance: On a line - Coordination: Ball Skills. - Coordination: Sending and receiving. - Counterbalance: With a Partner. - Yoga – balances and relaxation. - Games – Net/wall (volleyball) - Invasion games/net: throwing and catching.	**Lower KS2/Y5** - Static Balance: Seated. - Static Balance: Floor Work - Dynamic Balance to Agility: Jumping and Landing. - Static Balance: One Leg - Games – invasion (netball) - Games – striking and fielding (rounders) - Agility: Reaction/Response - Co-ordination: sending and receiving - Dance: simple dance phrases - Fitness – warming up and cooling down, improving fitness levels. - Outdoor and Adventurous – orienteering
Y6	**Knowledge and Skills to be developed:** Real PE Unit 6 Coordination: Sending and Receiving. 1. Alternately throw and catch 2 tennis balls against a wall with... 2. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over) with... 3. Throw 2 tennis balls against a wall in a circuit, in both directions with... - Accuracy and weight of throws, fluency/rhythm throughout, good position when receiving. - Explore the strength of your throw to work out how much force is needed, take up a balanced position, making sure hands are in a good ready position, try repeating several times. Movements. Agility: Ball Chasing 1. Roll and chase large ball, stopping it with knee sideways onto ball (long barrier position) facing opposite direction with... 2. Perform above challenge with tennis ball with... 3. Roll and chase large ball, stopping it with head in front support position facing opposite direction with... - Ability to turn over either shoulder, timing to get in the right position, balance/control when collecting the ball. - Start quickly by pushing off hard with feet and by driving arms ('hips to lips'), slow down to	**Knowledge and Skills to be developed:** Real PE Unit 2 Dynamic Balance: On a Line. 3. Lunge walk forwards, bringing opposite elbow up to a 90° angle with... 4. Complete all red challenges with eyes closed with... - Balance maintained on the line, opposite arm and leg driving forwards, fluidity and minimum wobble. - Keep head still and back straight, use arms to help you move and balance as you walk, bringing them from 'hips to lips', practise the movement slowly at first movements. Counter Balance: with a Partner. 1. Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together with... 2. Stand on 1 leg while holding on to partner's opposite foot with... - Balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner. - Keep core muscles tight, keep body straight, looking at partner throughout, and hold balance, start by leaning in and then slowly lean back using smooth, controlled movements. Real PE Unit 3 Static Balance: Stance.	**Knowledge and Skills to be developed:** Real PE Unit 4 Static Balance: Seated. In a seated position: 2. Reach and pick up cone an arms distance away and place it on the other side using same hand (both directions) with... 3. Hold a V-shape with straight arms and legs for 10 seconds with... - Feet and hands off the floor throughout, minimum wobble, balance held without strain. - Keep legs, back and arms straight, use smooth, controlled movements, keep core muscles tight. Static Balance: Floor Work 2. Transfer cone on and off tummy in back support with... 3. Transfer tennis ball on and off tummy in back support with... - Good posture straight back, balance held without strain, control while transferring objects. - Keep back straight and flat/ tummy up, keep legs straight and stretched out and breathe slowly, keep core muscles tight and posture aligned. Real PE Unit 5 Dynamic Balance to Agility: Jumping and Landing. 3. Jump 1 foot to other forwards and backwards, freezing on landing with... 4. Hop sideways, raising knee and freezing on landing with...

	get into position, run well past the ball to give you more time, get into a stable position as early as you can. Move feet quickly to get into the collecting position. Real PE Unit 1 Coordination: Ball Skills In 20 seconds or less: 1. Stand with legs apart and move ball in figure of 8 around both legs 12 times with... 2. Move ball around waist into figure of 8 around both legs 10 times with... 3. Move ball around waist and then around alternate legs 12 times with... 4. Stand with legs apart and perform 24 criss-crosses, with and then without a bounce with... - Smooth movements with the ball, ability to complete challenges in both directions consistently and smoothly, fluidity when changing hands. - Keep ball moving and away from body, keep head up, looking forward, concentrate on performing the movements smoothly to begin with and then gradually increase their speed. Agility: Reaction and Response. Unit 1 From 1, 2 and 3 metres: 1. React and step across body, bring hand across body and catch tennis ball after 1 bounce with... - Quick reaction and good acceleration, quick, controlled movement, balance and control after catch. - In the ready position, start quickly and accelerate by pushing off hard with feet, react and move early to give you time to get balanced, extend front leg across body and bend knees to enable you to stop quickly and get into balanced position. **Gymnastics** Unit AA • Know, understand and use the terms counter-balance and counter-tension (counter-balance is pushing or leaning against a partner; counter-tension is pulling or leaning away from a partner) • Show counter-balance/counter-tension balances in twos or threes • Know that variations can be developed through changing body shape, being on different levels and pushing or pulling on different body parts	On a line/low beam: 3. Catch large ball thrown away from body with... 4. Catch small ball thrown close to and away from body with... - Balance maintained throughout, minimum wobble (control), good posture (head up/back straight). - Keep feet a shoulder width apart and bend knees, keep head up looking forward, use smooth, controlled movements by twisting body to catch the ball. Coordination: Footwork. 2. Move in 3-step zigzag pattern, with knee raise across body just before changing lead leg and direction with... 3. Move in 3-step zigzag pattern, lifting foot up behind just before changing lead leg and direction with... - Smooth, controlled movements, fluency and rhythm, movements performed in both directions/on both sides. - Keep head up and back straight throughout., keep feet close to the ground as you move, bend knees and use arms to help you balance. **Gymnastics** Unit X • Understand and use a variety of spatial relationships when working with a partner eg Follow my Leader, side by side, face to face, back to back and meeting and parting • Compose an individual sequence comprising travel, jump, roll and balance and then teach it to a partner and perform it together, matching exactly (precise matching – same arm, same leg etc. move at same time) • Understand and use mirror movements with a partner (actions are still performed at the same time but opposite limbs are used) • Identify and show matching and mirroring balances with a partner showing different shapes (symmetrical and asymmetrical) and levels – some of these balances will have one point of contact • Create a sequence linking four balances with travelling, jumping and turning movements. The sequence will show planned variations of speed, level and direction. • Adapt and transfer skills, principles and sequences from floor to apparatus at every stage **Games – invasion (rugby)**	5. Jump 1 foot to other sideways, raising knee and freeze on landing with... - Good take off and height, balance and control on landing, soft and controlled landings. - Swing arms to help gain height and use them to help balance on landing, bend knees on take-off and landing, land softly on balls of feet without noise, facing forward. Static Balance: One Leg On both legs: 3. Complete 10 squats into ankle extensions with... 4. Complete 5 squats with eyes closed with... - Stability, smooth, controlled movements, consistent performances. - Keep your tummy (core muscles) tight, use your arms to help you balance, use smooth, controlled movements. **Games – net/wall (tennis)** • Become familiar with balls/shuttles and rackets. • Demonstrate and use the correct grip of the racket • Learn how to get the ball/shuttle into play. • Use good hand/eye co-ordination to be able to contact the shuttle/ball with the face of the racket. • Accurately serve • Build up a rally (increasing accuracy of strokes). • Develop the techniques for different shots and strokes • Use the scoring system and court for singles tennis or badminton. • Play a variety of shots in a game situation and to explore when different shots should be played. . • Play a game using correct serves and the correct selections of shots. • Understand how to use different shots to outwit an opponent in a game. • Develop knowledge, understanding and principles within a singles and doubles game, including tactics and strategies used **Games – Striking and fielding (cricket)** • Develop skills in batting and fielding. • Use fielding skills to stop the ball effectively. • Throw and catch under pressure. • Choose fielding techniques. • Run between the wickets. • Run, throw and catch with confidence and accuracy.

		• Understand, identify and use a variety of methods of moving into and away from balances • Link four combined balances with appropriate movements and show variations in shape, level, speed and direction • Adapt and transfer all the skills, principles and sequences, including the long one, onto appropriate apparatus **Dance** • Demonstrate flexibility, strength, technique, control and balance in dance performances. • Show awareness of and use musical structure, rhythm and mood and can dance accordingly. • Adapt and refine (in pairs/groups) dances to ensure they reflect the chosen dance style. • Reflect on how effort leads to success and begin to encourage others to work hard. • Show resilience and the ability to stick at an activity and find alternative ways if the first attempt doesn't work. • Enjoy new experiences and talk about these with others. • Create and perform dances in a variety of styles consistently. • Use appropriate criteria and terminology to evaluate strengths and weaknesses in own and in other's performances.	• Practise technique to hold and pass a Rugby ball (sideways and back). • Practise technique to catch and receive a Rugby ball • Pass and carry a ball using balance and coordination. • Work as a team, using ball-handling skills. • Understand the basic rules of tag rugby. • Use skills learned to play a game of tag rugby. • Apply rules and skills learned to a game. • Play in a mini tag rugby competition.	• Develop a safe and effective overarm throw. • Learn batting control. • Learn the rules for cricket. • Learn the role of wicket keeper. • Play in a tournament and work as team, using tactics and all the skills learned in order to beat another team. **Swimming** *Use a range of strokes effectively (front crawl, backstroke & breaststroke). • Swim competently, confidently and proficiently for at least 25m. • Perform safe self-rescue in different water-based situations.
Future Learning		**Year 7**	**Year 7**	**Year 7**
Vocabulary	**All**			
	Most	Cross-over, opposite, consistency, circuit, fluency, repeatable, long barrier, topping, knee sideways. Waist, criss-cross catches, bounce, direction, figure of 8, complete l fluidity, pushing off hard, extend, react pushing and pulling, apparatus, balance, hold position, levels, shapes, body parts, creating a sequence, changes in speed Travel, stillness, direction, flexibility, strength, weakness, control, balance, adapt, refine, technique, pattern, sequence, rhythm, mood, variation, unison, canon, action, reaction, effort, success, resilience, consistency, evaluate, improve	Heel to bottom, extend, lunge, 90° angle, sink hips, driving controlled, counterbalance, movements. Opposite, thrown, knee height, posture, knee raise, fluent, consistent, maximum speed, rhythm, perform, across. partner work, follow my leader, match, mirror, modes of travel, exploring shapes, levels, continuity of movement, changes of speed **Tag, goal line, touchline, 'try', scoring, free pass, pass back, knock on, offside, attack, defend, tactics, choose, combine, technique, passing, points, possession, isolation (alone), pitch, team work,**	Arm's distance, stability, performance, V-shape, repeatable, strain, back support, strain, control, posture, stretched. Maintain, forwards, freeze, backwards, side-to-side, maintain, movement, repeatable, smooth, uneven, maintain, ankle extension, controlled. **volleyed, forehand, backhand, drop shot, smash, technique, serve (over arm/underarm), tennis court, areas, defend, attack, tactically anticipate, direction of play, appropriate tactics, spirit of fair play, good role model, tactics** **appropriate tactics, spirit of fair play, good role model, bat, ball, stumps, wickets, batting, fielding, underarm throw/bowl, over arm throw/bowl, scores, runs, pitch,**

			defend, attack, tactically anticipate, direction of play, appropriate tactics, spirit of fair play, good role model, tactics	**strike, bowl, body behind the ball, fielding, batting, tactics**
	Some			
Quality Texts		Journey to the River Sea The Great Kapok Tree		
Enrichment Activities (e.g.visitors/visits)				
National Curriculum		• Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate. • Develop flexibility, strength, technique, control and balance. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance.	• Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance dances using a range of movement patterns. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming** • 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.