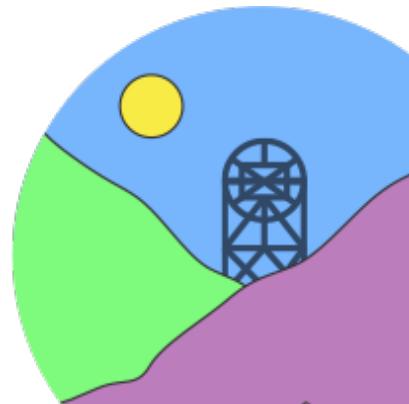


Lingdale Primary School



PE Curriculum

PE Curriculum Intent:

At Lingdale Primary School, we believe that Physical Education is essential for developing healthy, confident and resilient children. Our PE curriculum provides all pupils with the opportunity to enjoy being active, challenge themselves, and experience the joy of movement in a safe and supportive environment.

Through a broad and balanced programme, pupils learn a wide range of physical skills, from gymnastics and dance to invasion games, athletics and outdoor activities. We follow a carefully planned curriculum that promotes progression, teamwork and personal achievement, helping every child to reach their potential.

At the heart of our approach is the belief that PE should be inclusive, engaging and fun. Lessons encourage pupils to develop not only their physical abilities but also important life skills such as cooperation, perseverance and fair play. Children are supported to build confidence, celebrate effort, and recognise the importance of leading an active lifestyle.

We also provide opportunities for pupils to take part in intra- and inter-school competitions, sports festivals and enrichment activities that inspire a love of sport and healthy competition.

Our PE curriculum is fully aligned with the National Curriculum and supported by specialist coaches and staff who model enthusiasm, respect and teamwork. At Lingdale, we aim to instil a lifelong love of physical activity and wellbeing, empowering our pupils to stay active, healthy and happy for life.

Key stage 1

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

Pupils should be taught to:

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

Key stage 2

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

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	Autumn	Spring	Summer
Years 1 & 2 <i>Cycle A</i>	Games for Understanding – Invasion Gymnastics – Body Parts	Dance - Growing Rackets Bats and Balls	Ball Skills: Feet Athletics - Running
Years 1 & 2 <i>Cycle B</i>	Games for Understanding – Invasion Gymnastics - Linking	Dance – Explorers Rackets Bats and Balls	Ball Skills: Sticks Athletics - Jumping
Years 3 & 4 <i>Cycle A</i>	Basketball Gymnastics – Canon and Unison	Dance - Weather Tennis	Cricket Athletics – Throwing and Jumping
Years 3 & 4 <i>Cycle B</i>	Handball Gymnastics – Symmetry and Asymmetry	Dance - Space Football	Rounders Athletics – Running
Years 5 & 6 <i>Cycle A</i>	Dodgeball Gymnastics – Counter Balance and Counter Tension	Basketball Hockey	Cricket Athletics
Years 5 & 6 <i>Cycle B</i>	T1 Rugby Gymnastics – Creating Sequences	Football Tennis	Rounders Athletics – Competitions

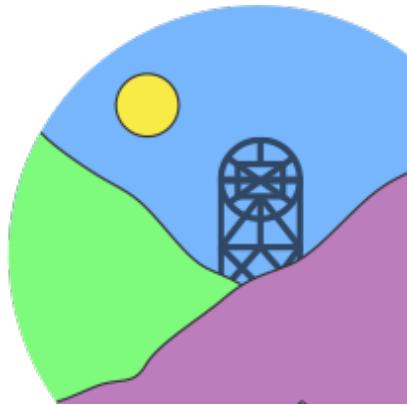
Each year group will have one mandatory hour of PE a week, which is timetables half termly above. The second hour is compulsory, with the focus relating to health and fitness, team building or a focus of choice led by an external provider.



EYFS

Foundations for PE

EYFS Foundation for PE			
Areas of Learning	Autumn	Spring	Summer
Nursery	<p>Walk, run and climb on different levels and surfaces being aware of obstacles e.g. other people, bikes</p> <p>Move in response to music, or rhythms played on instruments such as drums or shakers with a planned or copied action.</p> <p>Use large arm movements to wave scarfs, ribbons in circular movements</p> <p>Use 1 foot to propel themselves on a wheeled toy (e.g. 3 wheeled scooter)</p>	<p>Move in different ways on different levels and surfaces being aware of obstacles e.g. other people, bikes (e.g. crawl, jump, climb, shuffle)</p> <p>Move in response to music, or rhythms played on instruments such as drums or shakers with 2 or more movements together.</p> <p>Stand still and upright on a spot, starting to lift one leg</p> <p>Use large arm movements to create lines and circles pivoting from the shoulder and elbow</p> <p>Work with other children to pass an object between them e.g. balloon, ball, scarf</p> <p>Use 1 foot to propel themselves on a wheeled toy (e.g. 2 wheeled scooter) with control</p>	<p>Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Enjoy playing with a range of balls – roll, kick, throw.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Jump up into the air with both feet leaving the floor and can jump forward a small distance</p> <p>Begin to understand and choose different ways of moving.</p> <p>Attempt to skip, hop, stand on one leg.</p>
Reception	<p>Explore the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing.</p> <p>Explore a range of equipment and use appropriately and safely.</p> <p>Respond to the instruction “To Stop” when playing games</p> <p>Be aware of people around them</p> <p>Work together safely to move equipment safely such as planks, crates and large blocks outside</p> <p>Being able to make large muscle movements with control.</p> <p>Confidently use a range of large apparatus indoors and outside, alone and in a group</p> <p>Explore a range of ball skills including: bouncing, throwing, catching, kicking, passing, batting and aiming</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Revise the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing</p> <p>To be able to throw and catch a large ball</p> <p>Progress towards a more fluent style of moving with developing control and grace</p> <p>Confidently use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Beginning to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Refine the fundamental movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing</p> <p>Choose and use the most appropriate equipment for a game or task</p> <p>Play a game, understanding simple rules in pairs or small groups</p> <p>Combine different movements with ease and fluency</p> <p>Continue to develop an overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>
Early Learning Goal for Physical Development and Expressive Art and Design			
ELG: Gross Motor Skills			
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 			



Year 1/2

Cycle A

PE Sequences of Learning

Topics of Study: Invasion, Gymnastics, Dance, Rackets, Ball Skills, Athletics		Term: ALL	Year: 1/2 Cycle A
National Curriculum	Key Substantive Knowledge		
<p>A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>	<p>Invasion: Know what the role of an attacker is. Know that attacking can help influence a win. Know why we attack during a game. Know how to attack during a game. Know where to attack when we run. Know what the role of a defender is. Know that defending can help influence a win. Know why we defend. Know how to defend during a game. Know the role of the attacker. Know the role of the defender. Know when the right time to run fast is. Know when to adapt our strategy to help us increase our score.</p> <p>Gymnastics: Know how to move without a sound using our fingers and toes. Know which different big parts of our bodies we can move on. Know how to move on apparatus with small parts of our bodies. Know which different small parts of our bodies we can move on. Know we can move our bodies in a 'wide,' 'narrow,' or curled way on a 'big' body part. Know we use more than one piece of apparatus to move or make a shape on. Know how to use balance when using different body parts.</p> <p>Dance: Know who is moving with control Know how the music make us feel Know which movement ideas we have when jumping, turning and balancing. Know how to perform a movement sequence Know how music makes us feel Know how to perform a movement sequence Know that we can respond to the poem with big clear actions Know that different parts of our bodies can we move on Know that we can copy the motif</p> <p>Rackets Bats and Balls: Know why we should we push our ball into space. Know why we should we push our ball into space. Know that we need to keep the ball under control. Know what could go wrong if we do not keep the ball under control. Know where we should we push or hit our ball towards a target Know why it is important to aim at a target. Know why we need to keep the ball under control. Know that it could go wrong if we do not keep the ball under control. Know why we would have to hit or push the ball with more power. Know what could go wrong if we do not aim towards a target.</p>	<p>Ball Skills: Know why we need to control the ball. Know why we need to keep the ball close to us. Know why we need to be accurate when we pass. Know why we need to look before passing? Know if our partner is ready to receive the ball. Know where we are looking when we are dribbling. Know why we need to look for space when we are moving. Know what the consequence is if the defender gains possession of the ball? Know why we want to keep the ball away from the defenders. Know where, when and why do we pass.</p> <p>Athletics: Know what we do with our head when we run. Know what we do with our arms when we run. Know what we do with our legs when we run. Know why we need to change direction. Know why we exploit space when running. Know why we need to stay in a space when we are running. Know how to apply the correct running technique when we run slower. Know how to apply the correct running technique when we run faster. Know we have our hands ready to make baton changeover quicker. Know we need to stay in a space when we are running. Know what we should do with our head, arms and feet when we run. Know how to avoid being caught.</p>	

Year 1/2 PE A: Games for Understanding – Autumn 1

Invasion				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we understand the principles of attack?	Can we apply attacking principles into a game?	<i>Do we understand the principles of defence?</i>	How can apply defending principles into a game?	How can we consolidate attacking and defence?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know what the role of an attacker is. Know that attacking can help influence a win. Know why we attack during a game.	Know how to attack during a game. Know where to attack when we run.	Know what the role of a defender is. Know that defending can help influence a win. Know why we defend.	Know how to defend during a game. Know if all defenders should chase the same attacker.	Know the role of the attacker. Know the role of the defender. Know when the right time to run fast is. Know when to adapt our strategy to help us increase our score.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Recognise open spaces to run into. Year 2: Choose the best space to move into to support teammates or avoid defenders.	Year 1: Move safely in space without bumping into others. Year 2: Begin to anticipate where opponents might move and respond.	Year 1: Begin to understand the concept of stopping the other team from scoring. Year 2: Mark or block opponents to prevent them from scoring.	Year 1: Begin to understand the concept of stopping the other team from scoring. Year 2: Mark or block opponents to prevent them from scoring.	Year 1: Follow simple rules for games, including boundaries and turn-taking. Year 2: Begin to apply rules consistently in small-sided games.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>

Year 1/2 PE A: Gymnastics – Autumn 2

Body Parts

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
What are big body parts?	What are small body parts?	Can we combine big and small with wide, narrow and curled?	Are we able to transition movements?	Can we use creative ways to add movements together?
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Begin to describe what they or others are doing with body parts. Year 2: Perform short sequences with awareness of the body and clarity of movement.	Year 1: Begin to describe what they or others are doing with body parts. Year 2: Perform short sequences with awareness of the body and clarity of movement.	Year 1: Explore curling, stretching, arching, and twisting using different body parts. Year 2: Create and link different shapes using specific body parts	Year 1: Move smoothly between body parts (e.g., from hands to feet, rolling). Year 2: Coordinate different body parts to perform simple sequences.	Year 1: Balance on different body parts (hands, feet, bottom, knees) for a few seconds. Year 2: Hold balances on different body parts with more stability and for longer durations
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>

Year 1/2 PE A: Dance - Spring 1				
<i>Growing</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Can we respond to rhythm?	Can we develop the growing plant 'dance'?	What are the motifs?	How can we create movement sequences?	Can we use relationships and performance to enhance dance?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know who is moving with control Know how the music make us feel	Know that we can respond to the poem with big clear actions Know that different parts of our bodies can we move on	Know how we can move with control Know that we can move in time with the clapping Know that we can copy the motif	Know which movement ideas we have when jumping, turning and balancing. Know how to perform a movement sequence	Know how music makes us feel Know how to perform a movement sequence
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Control movements while changing shape, size, or level. Year 2: Combine body parts to create fluid, expressive movements.	Year 1: Work alongside others, moving safely and respecting personal space. Year 2: Perform short sequences with a partner or group, responding to each other's movements.	Year 1: Control movements while changing shape, size, or level Year 2: Combine body parts to create fluid, expressive movements.	Year 1: Perform short sequences of movements related to growing. Year 2: Link several movements together to create a short dance sequence about growth.	Year 1: Perform short sequences of movements related to growing. Year 2: Link several movements together to create a short dance sequence about growth.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others.</i>

Year 1/2 PE A: Rackets, Bats and Balls - Spring 2

Rackets, Bats and Balls

Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
How do we push a ball with a racket?	Can we use control with a racket?	How do we hit a target?	How much power do we need?	Can we use increased accuracy when hitting?
Know why we should we push our ball into space. Know why we should we push our ball into space.	Know that we need to keep the ball under control. Know what could go wrong if we do not keep the ball under control.	Know where we should we push or hit our ball towards a target Know why it is important to aim at a target.	Know why we need to keep the ball under control. Know that it could go wrong if we do not keep the ball under control.	Know why we would have to hit or push the ball with more power. Know what could go wrong if we do not aim towards a target.
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Begin to hit, throw, or strike a ball with a racket or bat with basic control. Year 2: Experiment with different ways of controlling a ball (rolling, bouncing, tapping).	Year 1: Begin to hit, throw, or strike a ball with a racket or bat with basic control. Year 2: Experiment with different ways of controlling a ball (rolling, bouncing, tapping).	Year 1: Strike or push a ball along the ground or in the air over a short distance. Year 2: Strike or push a ball with increasing consistency and control.	Year 1: Experiment with different strengths and directions. Year 2: Begin to vary speed, height, and direction to challenge a partner.	Year 1: Experiment with different strengths and directions. Year 2: Demonstrate improved accuracy and control when hitting, striking, or catching a ball
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.	Demonstrate strength, balance and coordination when playing.

Year 1/2 PE A: Ball Skills - Summer 1

<i>Feet</i>				
Session 1	Session 2	Session 3	Session 4	Session 5
Key Question	Key Question	Key Question	Key Question	Key Question
How can we keep possession?	Can we pass and receive confidently?	Can we combine passing, receiving and moving altogether?	How do we score a point?	Can we combine dribbling, passing and receiving to score a point?
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
Know why we need to control the ball. Know why we need to keep the ball close to us.	Know why we need to be accurate when we pass. Know why we need to look before passing? Know if our partner is ready to receive the ball.	Know why we want to keep the ball away from the defenders. Know where, when and why do we pass.	Know where we are looking when we are dribbling. Know why we need to look for space when we are moving.	Know what the consequence is if the defender gains possession of the ball?
Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills	Disciplinary Skills
Year 1: Stop, kick, and roll a ball using feet with some control. Year 2: Dribble a ball with increasing control while moving at different speeds.	Year 1: Pass a ball to a partner over short distances using feet. Year 2: Adjust position and timing to receive or intercept a ball effectively.	Year 1: Receive a ball and stop it using feet, with some guidance. Year 2: Pass and receive the ball accurately over longer distances.	Year 1: Move safely around a space while controlling a ball with feet. Year 2: Make decisions about when to dribble, pass, or shoot with feet.	Year 1: Participate in simple small-sided games using feet, understanding basic rules like turn-taking and staying in a boundary. Year 2: Apply simple tactics in small-sided games, such as passing to space or moving to receive the ball.
Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>	<i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Demonstrate strength, balance and coordination when playing.</i>	<i>Negotiate space and obstacles safely, with consideration for themselves and others</i>