



Poulton Lancelyn

PE

Long Term Plan

2022/23

PE Rationale

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

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

PE Intent 22-23

Dance	Gymnastics	Invasion	Net/Wall	Striking and fielding	Other	Athletics	Swimming	Outdoor and adventure
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Autumn	Locomotion (running) Locomotion (jumping) Gymnastics (body parts) Dance (heroes)	Locomotion (dodging) Locomotion (jumping) Ball skills (feet) Ball skills (hands)	Tag Rugby (A1) Golf Cross Country (athletics) Gymnastics – level and travel	Dance (Jazz) Indoor Athletics - throwing Badminton Handball	Tag Rugby Dance (Historical) Indoor Athletics jumping Gymnastics – symmetry and apparatus	Golf Swimming Indoor Athletics Gymnastics - routine		
Spring	Health and well-being (yoga) Gymnastics (wide, narrow, curled) Ball skills (hands) Ball skills (feet)	Dance (explorers) Gymnastics (linking) Gymnastics (pathways)	Basketball Dodgeball Dance (Salsa) Tennis	Gymnastics – rolls and balances Hockey Inclusive sports (Sp1) Health Related Fitness	Basketball Sitting Volleyball Swimming Tennis (Sp2)	Benchball Handball Health Related Fitness Badminton		
Summer	Team building Dance (Zoo) Ball skills (racket+balls) Attack v defence	Ball skills (racket+ball) Attack v defence Team building Dance (water)	Swimming Sports Day Football Cricket (Su2)	Baseball Swimming Residential OAA Netball	Dodgeball Cricket(Su2) Football Orienteering	Dance (modern) Ultimate Frisbee Residential OAA Rounders		

PE Implementation

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

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

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

PE Progression Map

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

Gymnastics	1. To copy and repeat sequences 2. To roll, travel and balance in a variety of ways 3. To make my body tense, relaxed, stretched or curled 4. To control my body when travelling or balancing 5. To climb safely 6. To understand the terms wide, curled and narrow positions	1.To use different body parts to move on 2.To suggest ways that others can improve their performance 3.Attempt harder movements such as cartwheels and handstands 4.To link 3 movements together	1.To give constructive feedback about others' sequences 2.To increasingly use my own ideas in response to tasks 3.To show strength and suppleness during performances and explain their effects 4.To demonstrate different levels, travels and direction in a sequence of movements	1. To incorporate speed and direction changes into sequences 2. To perform using a variety of shapes 3. To control movements and balances successfully: pencil roll, forward roll, teddy bear roll, headstand 4. To produce a sequence based on a set of rules 5. To maintain the safety of others by 'spotting'	1. To create complex and extended sequences 2. To combine different aspects of gymnastics into sequences such as balance, roll, travel and jump 3. To create movements with accuracy, consistency and clarity 4.To demonstrate symmetrical sequences of movements with a partner 5.To use apparatus safely as part of a routine	1. To develop timing during sequences 2. To work alongside others to create imaginative sequences of movements with various phases 3. To combine my own work with the work of others 4.To time a routine to music
Games Invasion /Net/Wall/Striking/Fielding /Precision Ball	1. To throw underarm 2. To throw and catch with both hands 3. To throw and kick in different ways 4. To roll a piece of equipment with developing accuracy 5. To stop momentum successfully 6. To move safely in games	1. To follow rules to games 2. To discuss tactics in games 3. To throw underarm and overarm 4. To use movement to decide the best spaces in games 5. To use hitting, kicking and rolling in games 6. To stay in a designated zone during games	1. To follow and know fair rules to games 2. To be spatially aware during games 3. To develop control when throwing and catching 4. To develop accuracy when throwing and catching	1. To read a game and adapt tactics accordingly 2. To catch using one hand 3. To strike a ball with accuracy and control 4. To keep possession of a ball 5. To develop positioning skills when I am not in possession	1. To referee games with support 2. To perform a variety of passing techniques 3. To choose appropriate fielding positions and use appropriate techniques 4. To use tactics for attacking and defending 5. To gain possession by using teamwork	1. To referee games alongside others 2. To explain rules of games 3. To lead game situations 4. To use appropriate communication in games 5. To use forehand and backhand strikes with a racquet 6. To apply attacking and defending skills into team games

	7. To strike a ball with a bat				6. To apply dribbling, passing and shooting skills into game situations	
Athletics	1.To jump and land safely 2.To move into space avoiding others 3.To skip and land safely 4.To use their arms when jumping and bend knees when landing 5.To travel with confidence 6. To run effectively: pumping arms, running on the balls of their feet and keeping their head up	1.To jump, leap and hop using their arms and bending their knees 2.To demonstrate different ways of jumping 3.To link two jumps together 4.To hop and then jump 5.To apply the correct technique when running 6.To dodge with an effective technique	<u>Indoor Athletics / Cross Country</u> 1. To run at different speeds 2. To change direction while running 3. To run in short distance relays 4.To demonstrate stamina in long distance running	<u>Indoor Athletics</u> 1.To jump in different ways 2. To use core body movement to increase a jump 3.To combine a hop, skip and jump to create a triple jump 4.To use feedback to improve a jump	<u>Indoor Athletics</u> 1. To combine running with jumping skills 2. To throw with increasing accuracy 3. To understand how trajectory effects distance 4. To use core body movements to increase a throw	<u>Indoor Athletics</u> 1. To demonstrate stamina in running 2. To control changeovers in relays 3. To apply running, jumping and throwing skills into competitive situations 4. To identify the strengths of a team to improve results
Swimming	N/A – teaching begins in Year 3		1.Begin to swim competently, confidently and proficiently over a distance of at least 10 metres 2.Perform front crawl effectively	1.Swim competently, confidently and proficiently over a distance of at least 10 metres 2.Perform backstroke effectively 3.Float confidently for 10 seconds	1.Beign to swim competently, confidently and proficiently over a distance of at least 25 metres 2.Perform a range of strokes [for example, front crawl, backstroke and breaststroke] 3.Perform safe self-rescue in different water-based situations.	1.Swim competently, confidently and proficiently over a distance of at least 25 metres 2.Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] 3.Perform safe self-rescue in different water-based situations.
Outdoor and Adventure		1.To follow an ordinance survey map within a locality		1.To complete a low ropes course	1. To plan routes with others taking into account safety and danger	1.To understand the importance of safety when completed adventurous activities

		2. To follow routes safely		2. To work as a team to complete a set of team challenges	2. To follow a map in unfamiliar contexts 3. To adapt routes using clues and information. 4.To read a map using grid references	2.To complete a high ropes course 3.To work effectively as part of team to build a raft 4.To work effectively as part of a team to keep others safe during activities

Physical education

Purpose of study

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

Aims

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

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

Attainment targets

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

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

Subject content

Key stage 1

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

Pupils should be taught to:

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

Key stage 2

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

Pupils should be taught to:

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

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

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.