



Grange Moor Primary School

PE

Curriculum Map Document

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1. Statement of Intent

At Grange Moor Primary School we value Physical Education and Sport and see this as such an integral part of a child's curriculum and school life. We understand that through this children can become more physically confident and competent but we also strongly believe that regular physical activity can support children to be healthy and happy both in their bodies and minds.

As set out by the National Curriculum, we know that

'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'

Because of this, we stay committed to aspiring to the three hour offer of Physical Activity every week for all children and offer a range of opportunities to move, be active and explore a wide range to reach and inspire all children. We provide children with 2 hours of focused PE lessons every week, a daily 15-minute movement and dance session, a daily mile of walking/jogging or running and access to play leaders games and activities during every lunch time.

We work closely with our Sports Pyramid, committing to their offer annually and providing opportunities to compete in a variety of competitions across schools locally. Through this we hope that children will develop greater confidence, team work skills and grow in their sportsmanship.

Through all of the above we also hope to create aspiring sporting leaders. Our opportunities to complete Playleader training every year at Year 6 and through our School House system we provide opportunities for children to learn, develop and apply their sports leadership skills as well as the importance of good communication, organisation, resilience and respect. All key experiences that we hope will continue to serve children long after they leave Birdsedge First School.



2. PE at Grange Moor an Overview

Our three hour offer of Physical Activity is provided through the following for all children:



2 hours Weekly PE sessions following 'Beyond the Physical' PE scheme



Daily Pupil Playleader lunchtime Activities



An Outdoor Curriculum with Weekly dedicated outdoor sessions



Access to Extra Curricular Sports and Gymnastics After School Clubs



Annual Sports Day



Access to Interschool events and Competitions

3. Whole School Long Term Plan

We follow the 'Beyond the Physical' scheme for our 2 hours of dedicated Lessons in PE.

Cycle 1

	EYFS	Class 1	Class 2	Class 3
Autumn 1	play move explore	agility balance coordination look run avoid	hands feet equipment look run avoid	fair share dare evade invade capture
Autumn 2	move match magic	throw prepare catch hands feet equipment	strike react rally jump shape create	inspire create perform block guard support
Spring 1	explore evade escape	jump shape create fair share dare	agility balance coordination inspire create perform	lend move score watch move connect
Spring 2	search steal share	duel win lose inspire create perform	run jump throw fair share dare	symmetry balance travel explore solve challenge
Summer 1	crawl climb collect	run jump throw react roll retrieve	duel win lose pass position patience	aim strike retrieve serve set slam
Summer 2	hands feet equipment	target control combine send receive return	react roll retrieve accuracy power distance	run jump throw speed distance strength

Cycle 2

	EYFS		Class 1		Class 2		Class 3
Autumn 1	<p>play move explore</p>		<p>agility balance coordination</p> <p>look run avoid</p>		<p>hands feet equipment</p> <p>inspire create perform</p>		<p>evade invade capture</p> <p>MODIFIED GAME Tag Rugby or Netball</p>
Autumn 2	<p>move match magic</p>		<p>throw prepare catch</p> <p>hands feet equipment</p>		<p>strike react rally</p> <p>look run avoid</p>		<p>inspire create perform</p> <p>MODIFIED GAME Football or Gaelic</p>
Spring 1	<p>explore evade escape</p>		<p>jump shape create</p> <p>fair share dare</p>		<p>react roll retrieve</p> <p>throw prepare catch</p>		<p>symmetry balance travel</p> <p>MODIFIED GAME Tchoukball or Handball</p>
Spring 2	<p>search steal share</p>		<p>duel win lose</p> <p>inspire create perform</p>		<p>run jump throw</p> <p>fair share dare</p>		<p>lend move score</p> <p>MODIFIED GAME Basketball or Hockey</p>
Summer 1	<p>crawl climb collect</p>		<p>run jump throw</p> <p>react roll retrieve</p>		<p>duel win lose</p> <p>pass position patience</p>		<p>speed distance strength</p> <p>MODIFIED GAME Tennis or Cricket</p>
Summer 2	<p>hands feet equipment</p>		<p>target control combine</p> <p>send receive return</p>		<p>symmetry balance travel</p> <p>accuracy power distance</p>		<p>aim strike retrieve</p> <p>MODIFIED GAME Rounders</p>

Each Unit has a clear progressive learning journey that builds a foundation for the next phase for children:



Physical Education Progression of Skills Year One

Games

- Children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis) and games based on striking and fielding games (like rounders and cricket)
- They have an opportunity to play competitive sports one against one, one against two and one against three
- Children have the opportunity to be physically active for sustained periods of time

Dance

- Children will focus on spatial awareness and being able to move confidently and safely in their own and general space whilst exploring basic agility, balance and coordination skills.
- They create and repeat a variety of short dances inspired by a range of stimuli. They work individually, in pairs, small groups and as a whole class.
- They will develop an awareness of different dances through a choice of themes.

Gym

- Children investigate movement, stillness, and how to find and use space safely.
- They explore basic gymnastic actions on the floor and basic vault apparatus.
- They copy or create, remember and repeat, short movement phrases of 'like' linked actions, e.g. two jumps, or two rolls.

Athletics

- Children explore running, jumping and throwing activities, and take part in simple challenges and competitions.
- Children experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.
- Children will be practising field events and different race types, specific to Year 1 in preparation for Sports Day

Physical Education Progression of Skills Year Two

Games

- Children improve and apply their basic skills in games.
- Children play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.
- Children play competitive sports and activities in small teams.

Dance

- To explore, remember, repeat and link a range of actions with coordination and control. Children compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings.
- They work individually, in pairs, small groups and as a whole class.
- They will develop an awareness of the historical and cultural origins of different dance through a choice of themes.

Gym

- Children focus on increasing their range of basic gymnastic skills using floor, vault and apparatus.
- They create simple sequences of 'unlike' actions on the floor, e.g. a roll, jump and a shape.
- They incorporate basic skills learnt into rhythmic gymnastics.

Athletics

- Children explore running, jumping and throwing activities, and take part in simple challenges and competitions.
- Children experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.
- Children will be practising field events and different race types, specific to Year 2 in preparation for Sports Day

Physical Education Progression of Skills Year Three

Games

- Children learn how to outwit their opponents and score when playing invasion games.
- Children play competitive games, modified so appropriate for Year 3, for example tennis, netball and football.
- They develop skills in finding and using space to keep the ball.
- They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.

Dance

- Children perform dances focusing on creating, adapting and linking a range of dance actions.
- They will begin to demonstrate an awareness of the expressive qualities of dance. These are inspired by a range of stimuli.
- They work individually, in pairs, small groups and as a whole class.

Gym

- Children focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes, to help them produce tension and extension.
- They plan and perform sequences of contrasting actions, and develop flow by linking actions smoothly and planning variations in speed.
- The children will learn more advanced moves including shoulder stand and arabesque.

Athletics

- Children concentrate on developing good basic running, jumping and throwing techniques.
- They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
- Children will be practising field events and different race types, specific to Year 3 in preparation for Sports Day.

Physical Education Progression of Skills Year Four

Games

- Children learn simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals.
- Children play competitive games, modified so appropriate for Year 4, for example, basketball netball and tag rugby.
- They start by playing small, uneven-sided games and move on to even-sided

Gym

- Children create sequences that include changes of level and speed, and focus on using different body shapes clearly.
- They work mostly individually or with a partner.
- The children will learn more advanced moves including cartwheels and backward roll to stand.

Dance

- Children focus on creating characters and narrative through movement and gesture.
- They gain inspiration from a range of stimuli.
- Children will use movement to explore and communicate ideas and issues, and their own feelings and thoughts.
- They will perform dances using a range of movement patterns.

Athletics

- Children concentrate on developing good basic running, jumping and throwing techniques.
- They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
- Children will be practising field events and different race types, specific to Year 4 in preparation for Sports Day.

Physical Education Progression of Skills Year Five

Games

- Children develop skilful attacking and team play.
- They learn how to work well as a team when attacking, and explore a range of ways to defend.
- Children have a good understanding of the rules played in each sport e.g. High 5 Netball, Tag rugby, Kwik Cricket and begin to apply tactics to outwit their opponents.
- Children demonstrate a greater awareness of good sportsmanship, fairness and respect whilst playing sport.

Gym

- Children create longer sequences to perform for an audience.
- They learn a wider range of actions and explore more difficult ways to perform.
- The children will learn more advanced moves including Y Balance and backward roll to straddle stand.
- Children develop increasing flexibility, strength, technique, control and balance.

Swimming

- Swim a distance of 25m or beyond once achieved; swim for endurance
- Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.
- Take part in individual or relay team swimming races

Athletics

- Children focus on developing their technical understanding of athletic activity.
- They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.
- Children will be practising field events and different race types, specific to Year 5 in preparation for Sports Day

Physical Education Progression of Skills Year Six

Games

- Children improve their defending and attacking play.
- They start to play even-sided mini-versions of different games.
- Children are able to play games like Tag Rugby, Quicksticks Hockey and Kwik Cricket and can apply tactics and strategies to be successful in a team performance.
- Good sportsmanship, fairness and respect is embedded in the way the children conduct themselves in sport.

Gym

- Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.
- Children demonstrate increased flexibility, strength, technique, control and balance.
- The children will learn more advanced moves including bridge and round off.

Swimming

- Swim a distance of 25m or beyond; swim for endurance
- Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.
- Take part in individual or relay team swimming races

Athletics

- Children focus on developing their technical understanding of athletic activity.
- They learn how to set targets and improve their performance in a range of running, jumping and throwing activities.
- Children will be practising field events and different race types, specific to Year 6 in preparation for Sports Day.

Vocabulary	Games	Gymnastics	Dance	Athletics	General A-Z
EYFS to KS1	Accuracy Agility Aim Balance Base Bat Bounce Catch Co-ordination Control Cushion Field Fluency Guide Movement Push Racket Rotate Score Strike Target Technique Throw Timing Transitions Travel	Along Apparatus Balance Direction Level Link Off Onto Over Points Posture Pull Push Roll Rolling Forward Sequence Shapes Straddle Straight Tension Travel	Beat Flow Gesture Movement Performance	Balance Direction Distance Hop Hurdle Jog Land Obstacle Power Relay Speed Sprint Take-off	Aerobic Anaerobic Agility Cardiovascular Circuits Cool down Co-ordination Cramp Endurance Exercise Expression Fatigue Form Hydration Intensity Intervals Motion Muscle Phase Pulse Reaction Relaxation Repetitions Resistance Set Space Stretch Tactics Technique Unison Warm-up Workout
KS2	Agility Aim Attack Balance Bounce Bowl Chest Collaborate Compete Contact Control Court	Analyse Arch Asymetry Bridging Canon Counterbalance Dynamic Evaluate Extend Movement Rotation Support	Agility Balance Beats Chasse Canon Choreograph Co-ordination Collaboration Control Direction Dynamics Emotion	Baton Bend Control Effort Extend Handover Pace Position Start Stride Technique Throw	

	Defend Dodge Dribble Footwork Goal Handover High Intercept Land Long Low Marking Observation Opponent Passing Pivot Play Position Pressure Push Rally Receive Retrieve Rules Run Safety Send Signal Speed Step Support Tag Trap Travel Volley	Technique Unison	Endurance Expression Fluency Formation Improvise Motif Phrasing Pivot Posture Rhythm Routine Sections Sequence Strut Tempo Timing Unison Variation		
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4. Assessment

Through the Beyond the Physical scheme we access the assessment tracking tool to monitor outcomes for classes. Assessment sheets are also used to inform smaller steps and planning lesson to lesson.

Pupil Name	Current Attainment Level	Fair Share Dare			Accuracy	Power	Distance	Inspire Create Perform
		Embed	Excel	Evolve	Embed	Embed	Excel	
Pupil A	Embed	Embed	Excel	Excel	Embed	Embed	Excel	
Pupil B	Excel	Embed	Excel	Evolve	Embed	Evolve	Evolve	
Pupil C	Evolve	Embed	Embed	Embed	Embed	Embed	Embed	

beyond the physical hands feet equipment Assessment

Lesson 1 & 2

- Lesson 1: I can explore dribbling with my hands, feet and equipment.
- Lesson 2: I can identify which sporting activities require dribbling.
- Lesson 3: I can display a positive attitude when trying new skills.

Lesson 3 & 4

- Lesson 3: I can explore dribbling with my hands, feet to dribble with my body.
- Lesson 4: I can share my ideas on how to make an activity more challenging.

Lesson 5 & 6

- Lesson 5: I can explore dribbling with my hands, feet and equipment.
- Lesson 6: I can identify what characteristics ensure successful dribbling.
- Lesson 7: I can transfer my learning from one type of dribbling to another.

Progress indicators: Evolve, Embed, Excel