

# HEAP BRIDGE VILLAGE PRIMARY SCHOOL



## Physical Education

Long Term Curriculum Implementation Plan

&

Assessment Arrangements



# Physical Education – Curriculum Implementation Plan

## 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, **mental 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 and enjoy success 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]. At Heap Bridge, we use Primary P.E. Passport to support teachers' planning, recording and assessment. The plan below outlines the key learning for each year group alongside the extra-curricular activities, interschool competitions and other opportunities we offer our pupils.

## 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

*Data recorded using Swimphony*

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

## Physical Education Curriculum – Overview: Key Stage 1

| National curriculum links/coverage YEAR 1 |   | PERFORMANCE<br><i>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</i> | PERSONAL & SOCIAL DEVELOPMENT   | COMPETITION<br><i>participate in team games, developing simple tactics for attacking and defending</i>  | EXTRA CURRICULAR / ENHANCEMENTS  |
|---|---|--|---|---|--|
| Autumn 1                                  | Invasion Game Skills 1                                    | <b>Understands some principles of attacking and defending.</b><br><i>Move and turn under control with a stick and a ball.</i>  | <b>Manages feelings and behaviours well.</b><br><i>Move around demonstrating spatial awareness.</i>   | <b>Applies attacking and defending skills within activities which require them.</b><br><i>Dribble a ball using feet with good control.</i>  | Intra school competition with Year 2   |
|   | Gymnastics: wide, narrow and curled rolling and balancing | <b>Demonstrates agility, balance and co-ordination.</b><br><i>Move from narrow shapes to tight curled shapes and back again to form a sequence. Perform a sequence which flows well and has work at high and low levels.</i>                               | <b>Knows what success looks like in themselves and others (peer and self-assessment).</b><br><i>Create a sequence of curled movements on the floor and apparatus.</i>   | <b>Is physically confident and makes a purposeful contribution to each lesson.</b><br><i>Make long shapes whilst in balance, motion and flight. Form a sequence involving narrow movements.</i> | Beth Tweddle Gymnastics Coaching (September-December)  |
| Autumn 2                                  | Movement Skills 1   | <b>Demonstrates agility, balance and co-ordination when moving and jumping.</b><br><i>Keep own balance.</i>  | <b>Self-motivated and displays self-confidence in their own abilities.</b> <i>Twist and turn and reach and bend. Sense of awareness to dodge, sliding left and right.</i>   | <b>Applies basic skills competently in a range of physical activities.</b><br><i>Manipulate an object with good control and co-ordination.</i>  | Manchester United Community Cup Year 1 Football  |
|   | Gymnastics: pathways small and long                       | <b>Starting to link skills to perform actions and sequences of movement.</b><br><i>Jump in different ways with co-ordination. Travel in zigzag pathways.</i>   | <b>Knows what success looks like in themselves and others (peer and self-assessment).</b><br><i>Move close to the ground by pushing and pulling on different parts of your body. Move in triangular pathways on different body parts.</i> | <b>Applies basic skills competently in a range of physical activities.</b><br><i>Use high means of travelling to trace a square pattern on the floor. Demonstrate a variety of turns.</i>       | Beth Tweddle Gymnastics Coaching (September-December)<br>Heywood PE Association Gymnastics Competition |
| Spring 1                                  | Movement Skills 2   | <b>Demonstrates agility, balance and co-ordination when moving and jumping.</b><br><i>Demonstrates an ability to dodge. Van move safely with an awareness of others.</i>   | <b>Self-motivated and displays self-confidence in their own abilities.</b><br><i>Travel in different directions including backwards Able to balance of one leg.</i>   | <b>Applies basic skills competently in a range of physical activities.</b><br><i>Jump in a variety of different ways. Able to volley and punt.</i>  |  |
|   | Dance Animals   | <b>Able to work safely in a defined space.</b><br><i>Move safely and creatively in space. Develop creative ideas using different stimulus.</i>   | <b>Works well in co-operation with others.</b><br><i>Work co-operatively in pairs showing effective co-operation skills. Understand what makes a good performance. Improve own performance based on feedback given.</i>                   | <b>Applies learned skills competently</b><br><i>Apply learned skills when performing finished performance piece.</i>  |  |
| Spring 2                                  | Athletics 2   | <b>Can warm up safely prior to exercise.</b><br><b>Can sustain performance levels over a period of time.</b><br><i>Identify which parts of the body are important when jumping and why these need to be warmed up before the lesson.</i>                   | <b>Can comment on the work of others using some technical language.</b><br><i>Explain what a good throwing position looks like.</i>   | <b>Demonstrates sporting values when competing in competition.</b><br><i>Participate in a team event, demonstrating the values of sportsmanship.</i>  | Practise of skills for Sports Day.<br>Intra school competition with Year 2                             |
|   | Invasion Game Skills 2                                    | <b>Understands some principles of attacking and defending.</b><br><i>Run quickly to dodge and beat an opponent.</i>  | <b>Manages feelings and behaviours well.</b><br><i>Respect referee decisions and adapt play from them.</i>  | <b>Applies attacking and defending skills within activities which require them.</b><br><i>Able to track an opponent and intercept accurately.</i>   |  |
| Summer 1                                  | Net & Wall Game Skills 1                                  | <b>Starting to link skills to perform actions and sequences in movement.</b><br><i>Send a ball against a wall and receive it back.</i>   | <b>Communicates effectively in a team.</b><br><b>Works well in co-operation with others.</b><br><i>Keep a rally against a wall going with a partner.</i>  | <b>Demonstrates understanding and interpretation of rules.</b><br><b>Accepts decisions given by referees.</b><br><i>Strike and volley a ball with accuracy.</i>                                 |  |
|   | Striking and Fielding Games Skills 1                      | <b>Able to work safely in a defined space.</b><br><i>Strike a ball off a tee. Run around the defined space carefully and in line with rules.</i>   | <b>Communicates effectively in a team.</b><br><b>Works well in co-operation with others.</b><br><i>Demonstrate a 'ready position' to catch a ball. Walk in a group to field a ball.</i>   | <b>Shows an awareness of boundaries and rules.</b><br><i>Support other fielders by backing up. Roll a ball to a target accurately.</i>  | Intra school competition with Year 2   |
| Summer 2                                  | Dance Under the Sea                                       | <b>Able to work safely in a defined space.</b><br><i>Move safely and creatively in space. Develop creative ideas using different stimulus.</i>   | <b>Works well in co-operation with others.</b><br><i>Work co-operatively in pairs showing effective co-operation skills. Understand what makes a good performance. Improve own performance based on feedback given.</i>                   | <b>Applies learned skills competently</b><br><i>Apply learned skills when performing finished performance piece.</i>  | Dance performance for parents/grandparents/carers  |
|   | Target Games 2  | <b>Starting to link skills to perform actions and sequences in movement.</b><br><i>Strike a ball at a target with some degree of accuracy at a target.</i>   | <b>Knows what success looks like in themselves and others (peer and self-assessment).</b><br><i>Identify what we need to consider when punting e.g. body position</i>   | <b>Applies basic skills competently in a range of physical activities.</b><br><i>Bounce a ball with some accuracy at a target.</i>  | Sports Day at Manchester Regional Arena  |

## Physical Education Curriculum – Overview: Key Stage 1

| National curriculum<br><i>links/coverage</i><br><b>YEAR 2</b> |   | <b>PERFORMANCE</b><br><i>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</i> | <b>PERSONAL &amp; SOCIAL DEVELOPMENT</b>  | <b>COMPETITION</b><br><i>participate in team games, developing simple tactics for attacking and defending</i>  | <b>EXTRA CURRICULAR / ENHANCEMENTS</b>                |
|---|---|---|---|--|---|
| Autumn 1  | Invasion Game Skills 2                    | <b>Understands some principles of attacking and defending.</b><br><i>Track an opponent and intercept</i>  | <b>Manages feelings and behaviours well.</b><br><i>Respect referee decisions and adapt play from them.</i>  | <b>Applies attacking and defending skills within activities, which require them.</b><br><i>Compete with spatial awareness in team games.</i>   | Intra school competition with Year 1                  |
|   | Gymnastics – stretching and curling       | <b>Demonstrates agility, balance and co-ordination.</b><br><i>Stretch whilst stepping and taking weight on hands. Stretch and curl whilst taking weight at high levels and in inversion.</i>  | <b>Knows what success looks like in themselves and others (peer and self-assessment).</b><br><i>Use small apparatus to stretch curl and hold a bridge.</i>  | <b>Is physically confident and makes a purposeful contribution to each lesson.</b><br><i>Stretch and curl within the same action. Create a sequence with seamless transitions between stretches and curls.</i> | Beth Tweddle Gymnastics Coaching (September-December) |
| Autumn 2  | Athletics                                 | <b>Warm up safely prior to exercise and sustain performance over periods of time</b><br><i>Run within a lane and dip to finish. Transfer a relay baton during a race.</i>   | <b>Comment on the work of others, using some technical language</b><br><i>Explain how to achieve height in a jump.</i>  | <b>Demonstrates sporting values.</b><br><i>Participate in a competitive event, demonstrating the values of sportsmanship.</i>  | Practice of skills for Sports Day                     |
|   | Gymnastics – spinning, turning & twisting | <b>Demonstrates agility, balance and co-ordination.</b><br><i>Twist while in inversion. Use the apparatus to counter balance.</i>   | <b>Knows what success looks like in themselves and others (peer and self-assessment).</b><br><i>Work in pairs to counter balance one another or use the apparatus to both counter balance against.</i>                        | <b>Is physically confident and makes a purposeful contribution to each lesson.</b><br><i>Twist in flight. Change of point of contact in balances by leading into the next balance by twisting.</i>             | Beth Tweddle Gymnastics Coaching (September-December) |
| Spring 1  | Tri-Golf                                  | <b>Work safely within a defined space.</b><br><i>Chip a ball with some consistency and accuracy.</i>  | <b>Communicates effectively and works well with others.</b><br><i>Select the best club to use in different circumstances.</i>   | <b>Shows awareness of boundaries and rules.</b><br><i>Sustain good play and appropriate behaviours as you go around the gold course.</i>   |   |
|   | Dance – Animals                           | <b>Move safely and creatively in a space.</b><br><i>Move safely and creatively in space. Develop creative ideas using different stimulus</i>  | <b>Work well in pairs showing good cooperation skills and give useful feedback.</b><br><i>Understand what makes a good performance and give useful feedback to a partner using words such as timing, levels and dynamics.</i> | <b>Applies learned skills competently</b><br><i>Apply learned skills when performing finished performance piece</i>  | Manchester United Community Cup Year 1 Football       |
| Spring 2  | Target Games 3                            | <b>Starting to link skills to perform actions and sequences of movement</b><br><i>Punt a ball with some accuracy with both feet. Strike a ball with a racket or bat at a target with force and accuracy.</i>  | <b>Knows what success looks like in themselves and others (peer and self-assessment).</b><br><i>Explain what we need to do to strike a ball well with a bat or a racket.</i>  | <b>Applies basic skills in a range of physical activities.</b><br><i>Bounce a ball with some accuracy at a target. Throw a ball underarm with either hand and with some accuracy at a target.</i>              | Intra school competition with Year 1                  |
|   | Dance Great Fire of London                | <b>Move safely and creatively in a space.</b><br><i>Move safely and creatively in space. Develop creative ideas using different stimulus</i>  | <b>Work co-operatively in pairs showing effective co-operation skills.</b><br><i>Understand what makes a good performance. Improve own performance based on feedback given.</i>   | <b>Applies learned skills competently</b><br><i>Apply learned skills when performing finished performance piece</i>  | Dance performance for parents/grandparents/carers     |
| Summer 1  | Movement Skills 2                         | <b>Demonstrates agility, balance and coordination.</b><br><i>Dodge and move safely with an awareness of others.</i>   | <b>Demonstrate self-motivation and display self-confidence.</b><br><i>Travel backwards safely and balance on one leg. Demonstrate confidence in dodging.</i>  | <b>Applies basic skills competently in a range of physical activities.</b><br><i>Jump in a variety of ways. Accurately volley and punt.</i>  |   |
|   | Striking and Field Game Skills 2          | <b>Work safely within a defined space.</b><br><i>Strike a ball to a leg. Make a barrier to stop a ball struck hard at you. Awareness of others during games.</i>  | <b>Communicates effectively and works well with others.</b><br><i>Chase a ball and throw it back. Strike a ball off a tee whilst on the move. Communicate with team members.</i>  | <b>Shows awareness of boundaries and rules.</b><br><i>Explain how to pick up a ball with one hand. Awareness of others when holding and swinging a bat.</i>  | Intra school competition with Year 1                  |
| Summer 2  | Movement Skills 3                         | <b>Work safely within a defined space.</b><br><i>Pass a ball accurately to teammates. Awareness when travelling around the playing area.</i>  | <b>Manages feelings and behaviour well.</b><br><i>Respect the referee and their decision. Show sportsmanship to opposite teams and teammates.</i>   | <b>Demonstrate sporting values.</b><br><i>Shake hands at the end of a game. Demonstrate honesty.</i>   | Sports Day at Manchester Regional Arena               |
|   | Net & Wall Game Skills 2                  | <b>Start to link skills to perform actions and sequences of movement.</b><br><i>Develop a good grip, stance and control using the ball for short tennis.</i>  | <b>Communicate effectively and work well with others.</b><br><i>Discuss tactics with teammates. Be vocal during competitive games.</i>  | <b>Demonstrate understanding and interpretation of rules and accepts decisions given.</b><br><i>Follow the rules and be able to explain the basics. Respect the referee and the decisions they make.</i>       |   |

## Physical Education Curriculum – Overview: Lower Key Stage 2

| National curriculum<br><i>links/coverage</i><br><b>YEAR 3</b> |   | <b>PERFORMANCE</b><br><i>use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns</i>            | <b>PERSONAL &amp; SOCIAL DEVELOPMENT</b><br><i>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</i> | <b>COMPETITION</b><br><i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  | <b>EXTRA CURRICULAR / ENHANCEMENTS</b>                             |
|---|---|---|---|--|--|
| Autumn 1  | Dodgeball                               | <b>Understands how to work alongside and against others when attacking and defending</b><br><i>Demonstrate attacking skills and techniques.</i>   | <b>Works well with others in a range of contexts</b><br><i>Compete against others, demonstrating sportsmanship. Evaluate and improve the performance of your team.</i>  | <b>Demonstrates understanding and interpretation of rules and accepts decisions given</b><br><i>Officiate a game effectively. Accept a referee's decision as final.</i>  | Heywood Sports Association<br>Mixed Dodgeball Competition Autumn 2 |
|   | Gymnastics - Linking movements together | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Find ways of moving out of one balance and into another. Show different graceful ways of getting from floor to ground and vice versa.</i>                     | <b>Evaluates the work of others using the correct technical language</b><br><i>Peer assess using the terms: agility, balance, co-ordination and precision.</i>  | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Show willingness to engage in all activities. Strive to improve own performance.</i>  | Beth Tweddle Gymnastics Coaching<br>(September-December)           |
| Autumn 2  | Basketball                              | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Maintains possession of the ball when faced with a defender. Further develop more precise passing techniques.</i>   | <b>Evaluates the work of others using the correct technical language</b><br><i>Provides effective feedback to a partner to improve their performance. Uses terms like dribbling, possession, defending in context.</i>                                    | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Compete in a game situation, following rules. Evaluate and improve upon own performance.</i>  | Intra-school competition with Year 4                               |
|   | Gymnastics – Symmetry and asymmetry     | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Spin on points and patches. Spin symmetrically and asymmetrically at different levels.</i>  | <b>Evaluates the work of others using the correct technical language</b><br><i>Use the terms symmetrical and asymmetrical in context. Provide feedback to enhance others performance.</i>   | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Put controlled spins into a sequence with smooth transitions.</i>   | Beth Tweddle Gymnastics Coaching<br>(September-December)           |
| Spring 1  | Tri Golf                                | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Able to loft a ball over a bench towards a hoop target.</i>   | <b>Evaluates the work of others using the correct technical language</b><br><b>Communicates and works well with others</b><br><i>Use of terms putting, chipping, distance control in context.</i>   | <b>Applies skills effectively in different situations within a range of physical activities</b><br><b>Shows an awareness of boundaries and rules.</b><br><i>Complete a 10 hole golf course, with accuracy, aiming for the lowest possible score. Demonstrate an awareness of the safety rules when playing golf – standing distance etc.</i> | Tri Golf Competition in Spring 2<br>Heywood Sports Association     |
|   | Handball                                | <b>Understands how to work alongside and against others when attacking and defending</b><br><i>Combine skills learnt so that shots or passes can be blocked or intercepted.</i>   | <b>Communicates effectively and listens to others</b><br><i>Pass and receive a ball accurately when on the move. Demonstrates the values of teamwork and sportsmanship. Reflect on own performance in a team. m</i>                                       | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Shoot accurately using the correct technique. Use tactics and strategies in game.</i>   |  |
| Spring 2  | Tag Rugby                               | <b>Understands how to work alongside and against others when attacking and defending.</b><br><i>Pass a rugby ball accurately. Pass and create an overlap</i>  | <b>Communicates effectively and listens to others</b><br><i>Send and receive a ball under pressure. Pass, missing out players out in a line.</i>  | <b>Applies skills effectively in different situations within a range of physical activities</b><br><i>Develop game understanding and compete in games of Tag Rugby, following rules clearly.</i>   | Intra-school competition with Year 4                               |
|   | Netball                                 | <b>Understands how to work alongside and against others when attacking and defending.</b><br><i>Combine skills fluently and effectively in tasks. Pass a netball ion a variety of ways. Defend individually or as part of a team.</i> | <b>Reflective and able to recognise success in self and others</b><br><i>Identify the main aspects of good performance and suggest how a performance could be improved</i>  | <b>Demonstrate understanding and interpretation of rules and accepts decisions given</b><br><i>Officiate and take on added roles and responsibilities within the game.</i>   |  |
| Summer 1  | Dance Romans                            | <b>Demonstrate good timing, posture and extension</b><br><i>Change levels and pathway when travelling Use of mirror image. Demonstrate cannon and changes in formation.</i>   | <b>Work co-operatively ion pairs or small groups</b><br><i>Show good co-operation skills and provide useful peer feedback.</i>  | <b>Apply learned skills competently</b><br><i>Perform and review finished performance piece. Improve own performance based on feedback.</i>  | Dance performance for parents/grandparents/carers                  |
|   | Cricket                                 | <b>Demonstrate a sense of anticipation, awareness of space and of others.</b><br><i>Position themselves well within a stance to receive a ball bowled. Back up fellow fielders in the field.</i>                                      | <b>Reflective and able to recognise success in self and others.</b><br><i>Communicate well with team when bowling and batting.</i>  | <b>Demonstrate specific tactical and performance awareness.</b><br><i>Throw accurately and powerfully. Play purposefully ion a competitive game taking on multiple roles effectively.</i>  | Intra-school competition with Year 4                               |

|          |          |   |  |  |  |
|----------|----------|---|--|--|--|
| Summer 2 | Football | <p><b>Link skills to perform actions and sequences of movement.</b><br/> <i>Defend against someone in a 1v1 situation.</i><br/> <i>Use the correct components required to pass a ball accurately</i><br/> <i>Demonstrate teamwork when playing against an opponent.</i></p> | <p><b>Demonstrate leadership skills, is self-motivated and physically confident when engaging in competitive situations.</b><br/> <i>Dribble with both feet and different parts of feet.</i><br/> <i>Apply attacking and defending principles into a game situation.</i></p> | <p><b>Demonstrate understanding and interpretation of rules and accepts decisions given.</b><br/> Show skills developed in a competitive environment.<br/> Use skills to apply tactics in game play.</p> | <p>Heywood Sports Association<br/> Year 3/4 Football Autumn 1</p> <p>Sports Day at Manchester Regional Arena</p> |
|          | Rounders | <p><b>Link skills to perform actions and sequences of movement.</b><br/> <i>Develop ground fielding skills</i><br/> <i>Show basic bowling and batting skills.</i><br/> <i>Ability to hit the ball and make decisions about running.</i></p>                                 | <p><b>Demonstrate leadership skills and specific tactical and performance awareness.</b><br/> <i>Show an awareness of tactics and how to best implement these when playing a game.</i></p>   | <p><b>Demonstrate understanding and interpretation of rules and accepts decisions given.</b><br/> Show an awareness of the rules and ensure play adheres to these.</p>                                   |  |

## Physical Education Curriculum – Overview: Lower Key Stage 2

| National curriculum<br><i>links/coverage</i><br><b>YEAR 4</b> |  | <b>PERFORMANCE</b><br><i>use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns</i>   | <b>PERSONAL &amp; SOCIAL DEVELOPMENT</b><br><i>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</i> | <b>COMPETITION</b><br><i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  | <b>EXTRA CURRICULAR / ENHANCEMENTS</b>  |
|---|--|--|---|--|---|
| Autumn 1  | Dodgeball                                | <b>Understands how to work alongside and against others when attacking and defending</b><br><i>Demonstrate dodging, attacking and catching techniques.</i>   | <b>Works well with others in a range of contexts</b><br><i>Compete against others, demonstrating sportsmanship.<br/>Evaluate and improve the performance of your team.</i>  | <b>Demonstrates understanding and interpretation of rules and accepts decisions given</b><br><i>Officiate a game effectively.<br/>Accept a referee's decision as final.</i>  | Heywood Sports Association<br>Mixed Dodgeball Competition Autumn 2                |
|   | Gymnastics<br>Rolling and travelling low | <b>Performs with control and poise.</b><br><i>Roll in unison with a partner.<br/>Create a sequence involving a variety of rolls and perform with control and poise.</i>  | <b>Evaluates the work of others using the correct technical language</b><br><i>Peer assess using the terms: sequence, control, rolls, unison, cannon, mirroring, straddle, unison.</i>  | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Produce a sequence of rolls which show elements of unison cannon and mirroring.</i>   | Beth Tweddle Gymnastics Coaching<br>(September-December)                          |
| Autumn 2  | Basketball                               | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Develop more advanced passing techniques.<br/>Develop more precise dribbling techniques.<br/>Maintain possession of the ball when faced with a defender.</i>   | <b>Evaluates the work of others using the correct technical language</b><br><i>Provides effective feedback to a partner to improve their performance.<br/>Uses terms like dribbling, possession, defending in context.</i>                                | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Compete in a game situation, following rules.<br/>Evaluate and improve upon own performance.</i>  | Intra-school competition with Year 3  |
|   | Gymnastics<br>Arching and bridges        | <b>Performs with control and poise.</b><br><i>Create sequences moving seamlessly from front and back supports to other balances.<br/>Support body weight on hands and feet only.<br/>Spin from one means of support to another.</i>  | <b>Evaluates the work of others using the correct technical language</b><br><i>Peer assess using the terms: sequence, control, unison, symmetrical, asymmetrical, controlled rolls, back support, front support, and formation.</i>                       | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Work in a pair to create a sequence of front and back supports which involve working under and over.</i>  | Beth Tweddle Gymnastics Coaching<br>(September-December)                          |
| Spring 1  | Tri-Golf                                 | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Use an iron to chip over short distances.</i>  | <b>Evaluates the work of others using the correct technical language</b><br><b>Communicates and works well with others</b><br><i>Use of terms putting, chipping, distance control in context.</i>   | <b>Applies skills effectively in different situations within a range of physical activities</b><br><b>Shows an awareness of boundaries and rules.</b><br><i>Complete a 10 hole golf course, with accuracy, aiming for the lowest possible score.<br/>Understand how to score accurately.</i> | Tri Golf Competition in Spring 2<br>Heywood Sports Association                    |
|   | Swimming                                 | <b>Link skills to perform actions and sequences of movement.</b><br><i>Swim competently, confidently and proficiently over a distance of at least 25 metres<br/>Use a range of strokes effectively (front crawl, backstroke and breaststroke)<br/>Perform safe self-rescue in different water-based situations</i> | <b>Evaluates own work using the correct technical language</b><br><i>Self-assess and target set using the terms: backstroke, front crawl, breaststroke, lap, freestyle, relay, and stroke.</i>  | <b>Apply learned skills competently</b><br><i>Meet the National Curriculum expected standard of swimming competence.</i>   |   |
| Spring 2  | Tag Rugby                                | <b>Understands how to work alongside and against others when attacking and defending.</b><br><i>Pass a rugby ball accurately.<br/>Pass and create an overlap</i>   | <b>Communicates effectively and listens to others</b><br><i>Send and receive a ball under pressure.<br/>Pass, missing out players out in a line.</i>  | <b>Applies skills effectively in different situations within a range of physical activities</b><br><i>Develop game understanding and compete in games of Tag Rugby, following rules clearly.</i>   | Intra-school competition with Year 4  |
|   | Swimming                                 | <b>Link skills to perform actions and sequences of movement.</b><br><i>Swim competently, confidently and proficiently over a distance of at least 25 metres<br/>Use a range of strokes effectively (front crawl, backstroke and breaststroke)<br/>Perform safe self-rescue in different water-based situations</i> | <b>Evaluates own work using the correct technical language</b><br><i>Self-assess and target set using the terms: backstroke, front crawl, breaststroke, lap, freestyle, relay, and stroke.</i>  | <b>Apply learned skills competently</b><br><i>Meet the National Curriculum expected standard of swimming competence.</i>   | Swimming lessons undertaken at Heywood Sports Village<br>(Data held on Swimphony) |
| Summer 1  | Cricket                                  | <b>Demonstrate a sense of anticipation, awareness of space and of others.</b><br><i>Bat with a partner, communicating effectively.<br/>Bowl with increasing accuracy.</i>  | <b>Reflective and able to recognise success in self and others.</b><br><i>Bowl a ball overarm with a straight arm.<br/>Take up a wicket-keeping stance and take balls bowled on both sides.</i>   | <b>Demonstrate specific tactical and performance awareness.</b><br><i>Throw accurately and powerfully.<br/>Slide bat to make the ground.<br/>Play purposefully in a competitive game taking on multiple roles effectively.</i>   | Intra-school competition with Year 4  |

|          |          |   |  |  |  |
|----------|----------|---|--|--|--|
|          | Swimming | <p><b>Link skills to perform actions and sequences of movement.</b><br/> <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i><br/> <i>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</i><br/> <i>Perform safe self-rescue in different water-based situations</i></p> | <p><b>Evaluates own work using the correct technical language</b><br/> <i>Self-assess and target set using the terms: backstroke, front crawl, breaststroke, lap, freestyle, relay, and stroke.</i></p>  | <p><b>Apply learned skills competently</b><br/> <i>Meet the National Curriculum expected standard of swimming competence.</i></p>  |  |
| Summer 2 | Football | <p><b>Link skills to perform actions and sequences of movement.</b><br/> <i>Defend against someone in a 1v1 situation.</i><br/> <i>Use the correct components required to pass a ball accurately</i><br/> <i>Demonstrate teamwork when playing against an opponent.</i></p>   | <p><b>Demonstrate leadership skills, is self-motivated and physically confident when engaging in competitive situations.</b><br/> <i>Dribble with both feet and different parts of feet.</i><br/> <i>Apply attacking and defending principles into a game situation.</i></p> | <p><b>Demonstrate understanding and interpretation of rules and accepts decisions given.</b><br/> <i>Show skills developed in a competitive environment.</i><br/> <i>Use skills to apply tactics in game play.</i></p> | <p>Heywood Sports Association<br/> Year 3/4 Football Autumn 1</p> <p>Sports Day at Manchester Regional Arena</p> |
|          | Swimming | <p><b>Link skills to perform actions and sequences of movement.</b><br/> <i>Swim competently, confidently and proficiently over a distance of at least 25 metres</i><br/> <i>Use a range of strokes effectively (front crawl, backstroke and breaststroke)</i><br/> <i>Perform safe self-rescue in different water-based situations</i></p> | <p><b>Evaluates own work using the correct technical language</b><br/> <i>Self-assess and target set using the terms: backstroke, front crawl, breaststroke, lap, freestyle, relay, and stroke.</i></p>  | <p><b>Apply learned skills competently</b><br/> <i>Meet the National Curriculum expected standard of swimming competence.</i></p>  |  |



## Physical Education Curriculum – Overview: Upper Key Stage 2

| National curriculum<br><i>links/coverage</i><br><b>YEAR 5</b> |                         | <b>PERFORMANCE</b><br><i>use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns</i>   | <b>PERSONAL &amp; SOCIAL DEVELOPMENT</b><br><i>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</i> | <b>COMPETITION</b><br><i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  | <b>EXTRA CURRICULAR / ENHANCEMENTS</b>  |
|---|-------------------------|--|---|--|---|
| Autumn 1  | Health Related Fitness  | <b>Warms up prior to exercise and is able to sustain performance over periods of time.</b><br><i>Understand and be able to explain why warming up is so important.</i>   | <b>Reflective and able to recognise success in self and others.</b><br><i>Discuss good examples and performance and explain the skills demonstrated.</i>  | <b>Enjoys competing and challenging themselves to improve.</b><br><i>Compete against others and themselves to beat targets.</i>  | Heywood Sports Association Competitions<br>KS2 Cross Country<br>Year 5/6 Boys Football<br>Year 5/6 Handball<br>Year 5/6 Girls Football<br>Year 3/4 Football   |
|   | Dodgeball               | <b>Understands how to work alongside and against others when attacking and defending</b><br><i>Explain how to approach catching and dodging a ball in a competitive game of dodgeball.</i>   | <b>Works well with others in a range of contexts</b><br><i>Compete against others, demonstrating sportsmanship.<br/>Evaluate and improve the performance of your team.</i>  | <b>Demonstrates understanding and interpretation of rules and accepts decisions given</b><br><i>Officiate a game effectively.<br/>Accept a referee's decision as final.</i>  |   |
| Autumn 2  | Athletics               | <b>Warms up prior to exercise and is able to sustain performance over periods of time.</b> <i>Able to lead a group/whole class warm up. Sustain levels of effort throughout the lesson.</i>  | <b>Works well with others in a range of contexts</b><br><i>Compete against others, demonstrating sportsmanship.</i>   | <b>Enjoys competing and challenging themselves to improve.</b><br><i>Set personal targets and work towards achieving these.</i>  | Heywood Sports Association Competitions<br>Year 5/6 Boys Dodgeball<br>Year 3/4 Mixed Dodgeball<br>Year 5/6 Girls Dodgeball<br>Key Steps Gymnastics KS1/KS2<br><br>Intra-school Basketball with Year 6 |
|   | Basketball              | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Demonstrate advanced passing techniques.<br/>Demonstrate precise dribbling techniques.<br/>Maintain possession of the ball when faced with a defender and pass accurately to team members.</i> | <b>Evaluates the work of others using the correct technical language</b><br><i>Provides effective feedback to a partner to improve their performance. Uses terms like dribbling, possession, defending in context.</i>                                    | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Compete in a game situation, following rules.<br/>Evaluate and improve upon own performance.</i>                              |   |
| Spring 1  | Dance<br>British Values | <b>Include level changes, pathways and different directions.</b><br><i>Use a range of level changes, pathways and direction when creating a motif.</i>   | <b>Identify all five British Values</b><br><i>Identify and explain what is meant by Democracy, The Rule of Law, Mutual respect, Individual Liberty and Tolerance.</i>   | <b>Understand what a good performance is and give effective feedback, using relevant vocabulary</b><br><i>Use terms such as formation, dynamics, canon, unison, direction and level.</i>   | Heywood Sports Association Competitions<br>Year 5/6 Basketball<br>Year 5/6 Athletics  |
|   | OAA                     | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Able to navigate a course using a map in a team.<br/>Demonstrate teamwork and effective communication.</i>   | <b>Thinks creatively to find solutions to challenges</b><br><i>Work in small groups to solve problems.</i>  | <b>Self-motivated, physically confident and actively engages in competitive situations.</b><br><i>Work with a partner to find number of controls using a map. Work quickly and effectively against the clock.</i>                    |   |
| Spring 2  | Netball                 | <b>Links skills to perform actions and sequences of movement.</b><br><i>Land of different feet and pivot to pass and receive the ball.<br/>Create space and develop attacking principles.</i>  | <b>Work well with others in a range of contexts.</b><br><i>Understand and demonstrate an ability of how to work alongside others when attacking and defending.</i>  | <b>Demonstrates specific tactical/performance awareness.</b><br><i>Understand and interpret rules and accept decisions made.</i>   |   |
|   | Tag Rugby               | <b>Understands how to work alongside and against others when attacking and defending.</b><br><i>Pass a rugby ball accurately to a specific player.<br/>Pass and create an overlap.</i>   | <b>Communicates effectively and listens to others</b><br><i>Send and receive a ball under pressure.<br/>Pass a ball backwards and dummy a pass.</i>   | <b>Applies skills effectively in different situations within a range of physical activities</b><br><i>Develop game understanding and compete in games of Tag Rugby, following rules clearly.</i>                                     |   |
| Summer 1  | Cricket                 | <b>Link skills to perform actions and sequences of movement.</b><br><i>Catch consistently under pressure.<br/>Throw accurately using underarm technique.</i>   | <b>Reflective and able to recognise success in self and others.</b><br><i>Self-assess against own ability to take up a suitable stance and strike ball consistently well.</i>   | <b>Demonstrate specific tactical awareness.</b><br><i>Play purposefully in a competitive game taking on multiple roles effectively.</i>  | Heywood Sports Association Competitions<br>Year 5/6 Tag Rugby<br>Year 5/6 Netball<br>Year 5/6 Rounders  |
|   | Rounders                | <b>Link skills to perform actions and sequences of movement.</b><br><i>Send and receive a tennis ball using effective catching and throwing techniques.</i>  | <b>Demonstrate leadership skills.</b><br><i>Develop tactical awareness whilst playing a small-sided game.</i>   | <b>Demonstrate understanding and interpretation of rules and accepts decisions given.</b><br><i>Show an awareness of the rules and ensure play adheres to these, accepting decisions made.</i>                                       |   |
| Summer 2  | Football                | <b>Links skills to perform actions and sequences of movement</b><br><i>Correct technique for dribbling and passing the ball.<br/>Combine skills to allow movement while maintain control of the ball.</i>  | <b>Demonstrates leadership skills</b><br><i>Identify when and where to exploit space to create goal scoring opportunities.<br/>Cooperate with others to achieve shared goals.</i>   | <b>Demonstrates understanding and interpretation of rules and accepts decision made.</b><br><i>Demonstrates school games values of passion, self-belief, respect, honesty, determination and teamwork.</i>                           | Heywood Sports Association Competitions<br>Year 3/4 Cricket<br>Year 5/6 Cricket<br><br>Presentation Evening   |
|   | Handball                | <b>Understands how to work alongside others when attacking and defending.</b><br><i>Send and receive with accuracy.<br/>Pass and then move into a space.<br/>Keep possession against an opponent.<br/>Officiate a game.</i>  | <b>Communicates effectively and listens to others.</b><br><i>Create space for yourself.<br/>Work well in a team, listening to the opinions of others.</i>   | <b>Self-motivated, physically confident and actively engages in competitive situations.</b><br><i>Anticipate the play.<br/>Shoot with power and accuracy.<br/>Be in a good position, ready to move quickly and receive the ball.</i> |   |

## Physical Education Curriculum – Overview: Upper Key Stage 2

| National curriculum<br><i>links/coverage</i><br><b>YEAR 6</b> |                        | <b>PERFORMANCE</b><br><i>use running, jumping, throwing and catching in isolation and in combination, develop flexibility, strength, technique, control and balance, perform dances using a range of movement patterns</i>           | <b>PERSONAL &amp; SOCIAL DEVELOPMENT</b><br><i>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</i> | <b>COMPETITION</b><br><i>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</i>  | <b>EXTRA CURRICULAR / ENHANCEMENTS</b>  |
|---|------------------------|--|---|--|---|
| Autumn 1  | Dance Through the Ages | <b>Demonstrates agility, balance, coordination and precision.</b><br><i>Include changes in formation, dynamics, canon, unison, direction and level in a performance piece.</i>   | <b>Evaluates the work of others using correct technical language.</b> <i>Peer assess using language such as posture, extension, movement, timing.</i>   | <b>To perform, review and improve a performance piece.</b><br><i>Give useful feedback using appropriate and relevant dance vocabulary.</i>   | Heywood Sports Association Competitions<br>KS2 Cross Country<br>Year 5/6 Boys Football<br>Year 5/6 Handball<br>Year 5/6 Girls Football<br>Year 3/4 Football   |
|   | Dodgeball              | <b>Understands how to work alongside and against others when attacking and defending</b><br><i>Explain how to approach catching and dodging a ball in a competitive game of dodgeball.</i>   | <b>Works well with others in a range of contexts</b><br><i>Compete against others, demonstrating sportsmanship.<br/>Evaluate and improve the performance of your team.</i>  | <b>Demonstrates understanding and interpretation of rules and accepts decisions given</b><br><i>Officiate a game effectively.<br/>Accept a referee's decision as final.</i>  |   |
| Autumn 2  | Athletics              | <b>Warms up prior to exercise and is able to sustain performance over periods of time.</b><br><i>Able to lead a group/whole class warm up.<br/>Sustain levels of effort throughout the lesson.</i>                                   | <b>Works well with others in a range of contexts</b><br><i>Compete against others, demonstrating sportsmanship. Develop fluency and efficiency in running for speed as a team.<br/>Develop relay changeover skills.</i>                                   | <b>Enjoys competing and challenging themselves to improve.</b><br><i>Set personal targets and work towards achieving these.</i>  | Heywood Sports Association Competitions<br>Year 5/6 Boys Dodgeball<br>Year 3/4 Mixed Dodgeball<br>Year 5/6 Girls Dodgeball<br>Key Steps Gymnastics KS1/KS2<br><br>Intra-school Basketball with Year 5 |
|   | Basketball             | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Use correct footwork when catching the ball, using pivots to protect the basketball and create passing angles.<br/>Use zonal and man to man defending.</i>   | <b>Evaluates the work of others using the correct technical language</b><br><i>Provides effective feedback to a partner to improve their performance. Uses terms like dribbling, possession, defending in context.</i>                                    | <b>Is self-motivated and physically confident and actively engages in competitive situations</b><br><i>Compete in a game situation, following rules.<br/>Evaluate and improve upon own performance.<br/>Use screens to help get team mates open.</i> |   |
| Spring 1  | Health Related Fitness | <b>Warms up prior to exercise and is able to sustain performance over periods of time.</b><br><i>Able to lead a group/whole class warm up.<br/>Sustain levels of effort throughout the lesson.</i>                                   | <b>Reflective and able to recognise success in others.</b><br><i>Understand the goals and be able to evaluate own and others performance.</i>   | <b>Enjoys competing and challenging themselves to improve.</b><br><i>Set personal targets and knows the steps to take in order to work towards achieving these.</i>  | Heywood Sports Association Competitions<br>Year 5/6 Basketball<br>Year 5/6 Athletics  |
|   | OAA                    | <b>Demonstrates agility, balance, co-ordination and precision</b><br><i>Navigate a partner across and through obstacles whilst they are blindfolded.<br/>Demonstrate teamwork and effective communication.</i>                       | <b>Thinks creatively to find solutions to challenges</b><br><i>Work in small groups to solve problems.<br/>Demonstrate effective communication in order to complete a group task.</i>   | <b>Self-motivated, physically confident and actively engages in competitive situations.</b><br><i>Work with a partner to find number of controls using a map. Work quickly and effectively against the clock.</i>                                    |   |
| Spring 2  | Netball                | <b>Links skills to perform actions and sequences of movement.</b><br><i>Send and receive the ball in different ways.<br/>Pass accurately, using a variety of passes.<br/>Create space and develop attacking principles.</i>          | <b>Work well with others in a range of contexts.</b><br><i>Participate purposefully in a netball match. .</i>   | <b>Demonstrates specific tactical/performance awareness.</b><br><i>Understand and interpret rules and accept decisions made.</i>   |   |
|   | Tag Rugby              | <b>Understands how to work alongside and against others when attacking and defending.</b><br><i>Pass a rugby ball accurately to a specific player.<br/>Pass and create an overlap.</i>   | <b>Communicates effectively and listens to others</b><br><i>Send and receive a ball under pressure.<br/>Pass a ball backwards and dummy a pass.</i>   | <b>Applies skills effectively in different situations within a range of physical activities</b><br><i>Develop game understanding and compete in games of Tag Rugby, following rules clearly.</i>   |   |
| Summer 1  | Cricket                | <b>Link skills to perform actions and sequences of movement.</b><br><i>Grip the bat correctly, taking up a suitable stance to strike the ball consistently. Perform a range of fielding techniques confidently and consistently.</i> | <b>Reflective and able to recognise success in self and others.</b><br><i>Self-assess against own ability to take up a suitable stance and strike ball consistently well.</i>   | <b>Demonstrate specific tactical awareness.</b><br><i>Play purposefully in a competitive game taking on multiple roles effectively.</i>  | Heywood Sports Association Competitions<br>Year 5/6 Tag Rugby<br>Year 5/6 Netball<br>Year 5/6 Rounders  |
|   | Rounders               | <b>Link skills to perform actions and sequences of movement.</b><br><i>Develop bowling, batting and ground fielding skills.<br/>Demonstrate consistency in throwing and catching.</i>  | <b>Demonstrate leadership skills.</b><br><i>Develop tactical awareness whilst playing a small-sided game.<br/>Vary tactics whilst playing a small sided game</i>  | <b>Demonstrate understanding and interpretation of rules and accepts decisions given.</b><br><i>Show an awareness of the rules and ensure play adheres to these, accepting decisions made.</i>   |   |
| Summer 2  | Football               | <b>Links skills to perform actions and sequences of movement</b><br><i>Combine skills to allow movement while maintain control of the ball.<br/>Keep possession of the football more successfully.</i>                               | <b>Demonstrates leadership skills</b><br><i>Identify when and where to exploit space to create goal scoring opportunities.<br/>Cooperate with others to achieve shared goals.</i>   | <b>Demonstrates understanding and interpretation of rules and accepts decision made.</b><br><i>Demonstrates school games values of passion, self-belief, respect, honesty, determination and teamwork.</i>   | Heywood Sports Association Competitions<br>Year 3/4 Cricket<br>Year 5/6 Cricket<br><br>Presentation Evening   |
|   | Handball               | <b>Understands how to work alongside others when attacking and defending.</b> <i>Send and receive with accuracy. Pass and then move into a space. Keep possession against an opponent.<br/>Officiate a game.</i>                     | <b>Communicates effectively and listens to others.</b><br><i>Create space for yourself.<br/>Work well in a team, listening to the opinions of others.</i>   | <b>Self-motivated, physically confident and actively engages in competitive situations.</b> <i>Anticipate the play.<br/>Shoot with power and accuracy. Be in a good position, ready to move quickly and receive the ball.</i>                        |   |