





Bleak Hill Primary School Physical Education Overview



<u>Vision</u> 	<u>Intent</u> 	<u>Implementation</u> 	<u>Impact</u> 
<p>Our PE curriculum is designed in conjunction with our school's mission statement. Our vision for the children is to ensure that opportunities are provided to create independent, confident, and highly motivated life-long learners. We build children's aspirations to enable them to achieve success now and in the future. Our school values underpin all we do: we support our children to be proud members of our school, respecting themselves, each other, family and community. All children are given the opportunity to succeed through a broad, balanced, challenging and inclusive curriculum.</p>	<p>Bleak Hill Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Bleak Hill, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p>	<p>PE at Bleak Hill Primary School provides challenging and enjoyable learning through a range of sporting activities including; fitness, invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure. The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Opportunities to participate in physical activities are also provided at Lunch time in the form of basketball, Caldron ball, hula-hoops, rugby and the trim trail. Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Each year a small number of Year 6 children are invited to become House Captains/Vice Captains for their colour group and the school. They aim to develop into sporting role models for the younger children. Children in Year 6 swim once a week for 6/7 weeks during the Autumn Term. Children in Year 5 swim once a week for 6 weeks during the Spring Term. On days when the children do not have PE they complete a Daily Mile in order to help meet the government target of all children being active for at least 60 minutes a day. (30 minutes in school, 30 minutes at home/after school)</p>	<p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills but also aim to develop a love for sport within all children. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through physical education.</p>

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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	Introduction to PE Choose from either unit on GETSET4PE	Gymnastics Choose from either unit on GETSET4PE	Games Choose from either unit on GETSET4PE	Fundamentals Choose from either unit on GETSET4PE	Athletics (Sports day practice)	Dance (performance) Ball Skills Choose from either unit on GETSET4PE
Year 1	Fundamentals	Gymnastics	Dance topic	Target Games	Dance (performance)	Yoga
	Striking and Fielding	Team Building	Fitness	Ball Skills	Athletics (Sports day practice)	Net and Wall
Year 2	Sending and receiving	Dance (performance)	Gymnastics	Dance topic	Athletics (Sports day practice)	Invasion
	Ball Skills	Yoga	Fitness	Team Building	Net and Wall	Striking and Fielding
Year 3	Dance topic	Gymnastics	Dance (performance)	Netball	Athletics (Sports day practice)	Football
	Cricket	Fitness	Yoga	Rounders	Tennis	Orienteering
Year 4	Basketball	Fitness	Dance topic	Hockey	Athletics (Sports day practice)	Rounders
	Badminton	Dodgeball	Gymnastics	Dance (performance)	Tag Rugby	Tennis
Year 5	Tennis	Gymnastics	Dance topic	Hockey	Orienteering	Football
	Dance (performance)	Fitness	Yoga or Swimming	Yoga or Swimming	Athletics (Sports day practice)	Netball
Year 6	Athletics	Dance topic	Gymnastics	Tag Rugby	Cricket	Rounders
	Swimming or basketball	Swimming or basketball	Fitness	Dodgeball	Orienteering Athletics (Sports day practice)	Dance (performance)
	Year 5 dance performance	Year 2 dance performance	Year 3 dance performance	Year 4 dance performance	Year 1 dance performance	Year R/6 dance performance

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EYFS National Curriculum Statements	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, jumping, running, skipping, climbing.</p> <p>Progress towards a more fluent style or moving with developing control and grace.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines such as dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, hopping, walking, jumping, running, skipping, climbing.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines such as dance, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop competence, confidence, precision and accuracy when engaging activities that involve a ball.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p>	

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EYFS Skills	<p>Experiment with different ways to move the body.</p> <p>Adjust speed and change direction</p> <p>Move safely in a space</p> <p>Copy a movement shown by the teacher.</p>	<p>Travel in different ways.</p> <p>Jump off objects appropriately.</p> <p>Adjust speed and change direction</p> <p>Move safely in a space</p>	<p>Control an object by pushing, patting, throwing, catching or kicking.</p> <p>Move in different ways for example: rolling, crawling, hopping, walking, jumping, running, skipping, climbing.</p>	
Vocabulary	<p>Move, copy, safely, around, travel, sideways.</p>	<p>Over, shape, space, rock, forwards, backwards.</p>	<p>Pass, team, tag, balance, push, stop, jump.</p>	
Curriculum Links	<p>Maths, PSHE, Music, Science.</p>	<p>Maths, PSHE, Music, Science.</p>	<p>Maths, PSHE, Science.</p>	

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	Dance	Gymnastics	Games/Fitness	Outdoor and Adventure
Year 1 National Curriculum Statements	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending. 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	
Year 1 Skills	Move to music. Copy dance moves. Perform my own dances moves. Make up a short dance. Move safely in a space.	Make my body curled, tensed, stretched and relaxed. Control my body when travelling and relaxing. Copy sequences and repeat them. Roll, curl, travel and balance in different ways.	Throw underarm. Hit a ball with a bat. Move and stop safely. Throw and catch a ball with both hands. Throw and kick in different ways.	
Vocabulary	Counts, pose, level, slow, fast, balance.	Action, jump, roll, direction, speed, point.	Defender, attacker, score, partner, exercise, body.	
Curriculum Links	Maths, PSHE, Music, Science.	Maths, PSHE, Music, Science.	Maths, PSHE, Science.	

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	Dance	Gymnastics	Games/Fitness	Outdoor and Adventure
Year 2 NC Statements	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending. 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	
Year 2 Skills	Change rhythm, speed, level and direction in a dance. Dance with control and coordination. Make sequence by linking sections together. Use a dance to show mood and feeling.	Plan and perform a sequence of movement. Improve my sequence based on feedback. Think of more than one way to create a sequence that follows some rules. Work on my own and with partner.	Use hitting, kicking and/or rolling in a game. Decide the best space to be in during a game. Use one tactic in a game and follow rules.	
Vocabulary	Mirror, action, pathway, direction, speed, timing.	Link, pathway, sequence, tuck, speed, star.	Goal, dodge, strong, race, speed, jog, sprint.	
Curriculum Links	Maths, PSHE, Music, Science.	Maths, PSHE, Music, Science.	Maths, PSHE, Science.	

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	Dance	Gymnastics	Games/Fitness	Outdoor and Adventure
Year 3 NC Statements	<p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
Year 3 Skills	<p>Improvise freely and translate ideas from a stimulus to a movement.</p> <p>Share and creates phases with a partner and a small group.</p> <p>Repeat, remember and perform.</p>	<p>Adapt sequences to suit different types of apparatus.</p> <p>Explain how strength and suppleness affect performance.</p> <p>Compare and contrast gymnastic sequences.</p>	<p>Throw and catch with control.</p> <p>Can be aware of space and use it to support teammates.</p> <p>Know and use rules fairly.</p> <p>Complete the personal best challenges linked to my year group and compare my performances from previous weeks.</p>	<p>Follow a map in a familiar setting.</p> <p>Follow a route safely.</p> <p>Follow a map with time limits.</p>

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Vocabulary	Flow, explore, create, perform, feedback, expression.	create, matching, control, contrasting, pike, technique	Receiver, rebound, interception, distance, accurately, control.	cooperate, teamwork, solve, instructions, communicate, trust.
Curriculum Links	Maths, PSHE, Music, Science.	Maths, PSHE, Music, Science.	Maths, PSHE, Science.	Maths, PSHE, Geography, Reading.

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	Dance	Gymnastics	Games/Fitness	Outdoor and Adventure
Year 4 NC Statements	<p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>
Year 4 Skills	<p>Take the lead when working with a group</p> <p>Use dance to communicate an idea</p>	<p>Work in a controlled way.</p> <p>Include changes of speed and direction.</p> <p>Include a range of shapes.</p> <p>Work with a partner to create, repeat and improve a sequence with at least 3 phases.</p>	<p>Throw and catch accurately.</p> <p>Catch with one hand.</p> <p>Hit a ball accurately with control.</p> <p>Keep possession of a ball.</p> <p>Vary Tactics and adapt skills depending on the type of game you are playing.</p>	<p>Follow a map in a familiar setting.</p> <p>Follow a route safely.</p> <p>Follow a map with time limits.</p>

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			Complete the personal best challenges linked to my year group and compare my performances from previous weeks.	
Vocabulary	Reaction, unison, represent, dynamics, control.	Quality, perform, movement, fluid, apparatus, extension.	Outwit, opposition, contact, court, coordination, healthy.	cooperate, teamwork, solve, instructions, communicate, trust.
Curriculum Links	Maths, PSHE, Music, Science	Maths, PSHE, Music, Science.	Maths, PSHE, Science.	Maths, PSHE, Geography, Reading.

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	Dance	Gymnastics	Games/Fitness	Outdoor and Adventure	Swimming
Year 5 NC Statements	<p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>	<p>Swim competently, confidently and proficiently over a distance of 25 metres.</p> <p>Use a range of strokes effectively (For example front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
Year 5 Skills	<p>Compose my own dances in a creative way.</p> <p>Perform to an accompaniment.</p>	<p>Make complex and extended sequences.</p> <p>Combine action, balance and shape.</p>	<p>Gain possession working in a team.</p> <p>Pass in different ways and use several different</p>	<p>Follow a map in an unknown location.</p> <p>Use clues to navigate a route.</p>	<p>Enter the water safely and submerge their head and body.</p> <p>Exit the pool quickly without using the steps.</p>

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	Show clarity, fluency, accuracy, and consistency through my own dance.	Perform consistently to audiences.	<p>techniques to pass, dribble and shoot.</p> <p>Use backhand and forehand with a racquet.</p> <p>Choose a tactic for attacking and defending.</p> <p>Complete the personal best Challenges linked to my year group and compare my performances from previous weeks.</p>	<p>Change my route to overcome a problem.</p> <p>Use new information to change my route.</p>	<p>Swim on their back using back stroke.</p> <p>Swim on their front using front Crawl.</p>
Vocabulary	Formation, posture, performance, canon, relationship.	Symmetrical, asymmetrical, rotation, synchronisation, aesthetics.	Tactic, foul, onside, offside, support, obstruction, agility.	Leader, inclusive, orientate, symbol, navigation, orienteering.	Exit, enter, front crawl, backstroke, pulling, splash, gliding, floating, breathing.
Curriculum Links	History, Maths, PSHE, Music, Science	Maths, PSHE, Music, Science.	Maths, PSHE, Science.	Maths, PSHE, Geography, Reading.	Maths, PSHE, Science.

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	Dance	Gymnastics	Games/Fitness	Outdoor and Adventure	Swimming
Year 6 NC Statements	<p>Perform dances using a range of movement patterns</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>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.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Take part in outdoor and adventurous activity Challenges both individually and within a team.</p>	<p>Swim competently, confidently and proficiently over a distance of 25 metres.</p> <p>Use a range of strokes effectively (For example front Crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
Year 6 Skills	<p>Develop sequences to a specific style.</p> <p>Choose my own style of dance.</p>	<p>Combine my own work with that of others.</p> <p>Link sequences to specific influences.</p>	<p>Play to an agreed set of rules for multiple games and sports.</p> <p>Explain rules to other and referee games.</p>	<p>Follow a map in an unknown location.</p> <p>Use clues to navigate a route.</p>	<p>Jump into the water safely from a standing position.</p> <p>E.g. two-footed pencil dive, step off entrance or full diving entrance.</p>

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			<p>Lead other children in a game situation.</p> <p>Complete the personal best challenges linked to my year group and compare my performances from previous weeks.</p>	<p>Change my route to overcome a problem.</p> <p>Use new information to change my route.</p> <p>Plan a route and clues for others to follow.</p> <p>Take account of safety and danger when planning a route.</p>	<p>Swim on their front using breaststroke.</p> <p>Retrieve an item from the pool floor at a depth equal to or greater than 1.5 metres.</p> <p>Tread water for up to 2 minutes.</p>
Vocabulary	Choreograph, phrase, contrast, structure, fluently, connect.	Momentum, formation, counterbalance, stability, suppleness.	Consecutive, consistently, contest, formation, conceding, turnover, analyse.	Plan, location, boundaries, strategy, cooperatively.	breaststroke, submerge, survival, treading water, buoyancy, exhale, inhale, streamline.
Curriculum Links	History, Maths, PSHE, Music, Science	Maths, PSHE, Music, Science.	Maths, PSHE, Science.	Maths, PSHE, Geography, Reading.	Maths, PSHE, Science.