

PE and Sport at Longden

Purpose

Following National Curriculum guidance, the purpose of this plan is to enable all children to:

- Be inspired to succeed in both competitive sport and a range of physically demanding activities.
- Become physically confident in a way which supports their health and fitness.
- Have opportunities to compete in sport and activities to build character through embedding the following values (School Games Values) which embody the school values of 'Care, Share and Be Fair'.



Aims

To achieve this purpose, the national curriculum aims are to ensure all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sport and activities.
- Lead healthy, active lives.

KS1

Pupils should have a broad range of opportunities to develop, apply and extend their agility, balance, co-ordination and movement skills. They should also engage in competitive (against self and others) and co-operative physical activities in a range of increasingly challenging situations.

Incorporating the above, children should be taught to:

- Master basic movements (including throwing, jumping, catching and running) as well as develop agility, balance and coordination, 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.

KS2

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.

Children should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for defending and attacking.
- Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).
- Perform dance 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.

EYFS

Physical development

Gross motor skills - By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

With gross motor skills, children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor skills -Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

With fine motor skills, children at the expected level of development will:

- Hold a pencil effectively and preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

These are in red as fine motor skills are more likely to be taught in the classroom rather than a PE setting in EYFS

Swimming and water safety

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

In particular, pupils should be taught to:

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

Progression ladder

The National Curriculum aims have been divided into 8 development areas where children will be supported as they progress through the long term plan

	<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
	Gross motor skills: Opportunities to for games indoor and outdoors to develop core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor skills: Repeated opportunities to explore and play with small world activities. Feedback to develop proficiency, control and confidence.	Access to a broad range of opportunities to develop, apply and extend movement skills and ABCs. Competitive activities – against self and others. Co-operative activities.	Apply and develop a broader range of skills, learning how to use them in different ways and link them. Enjoy communicating, collaborating and competing against each other. Develop understanding of how to improve and how to evaluation and recognise their own success.
1 Awareness	Negotiate space and obstacles safely, with consideration for themselves and others.		
2 Fundamental movement skills	Demonstrate strength, balance and co-ordination when playing.	Develop agility, balance and co-ordination, and begin to apply these in a range of activities.	Develop strength, technique, control and balance (for example, through gymnastics and athletics).
3 Movements	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Master basic movements (including running and jumping)	Use running, jumping in isolation and combination.
4 Movements (throw/catch)		Master basic movements (including throwing and catching)	Use throwing and catching in isolation and combination.
5 Tactical awareness		Participate in team games, developing simple tactics for attacking and defending.	Play competitive games, modified where appropriate, and apply basic principles suitable for defending and attacking.
6 Dance rhythm		Perform dances using simple movement patterns.	Perform dance using a range of movement patterns.
7 Adventurous			Take part in outdoor and adventurous activity challenges both individually and within a team.
8 Analysis			Compare performances with previous ones and demonstrate improvement to achieve personal best.

Curriculum Map

To enable children to develop competence and excel in a broad range of activities, sports and activities have been grouped in accordance to their skillsets. These groups are:

- ❖ Dance
- ❖ Gymnastics
- ❖ Striking and fielding games
- ❖ Athletics
- ❖ Invasion games
- ❖ Health and fitness
- ❖ Target games
- ❖ Net and wall games
- ❖ Outdoor adventurous activities

Throughout their time at Longden, children will embark on a clear pathway of progression, in each area, to develop core foundational skills, enabling children to excel in a range of activities.

Key Stage 1

The focus of Key Stage 1 is to develop a solid foundation of fundamental movement skills, movements and tactical awareness to in each of the above groups. This will enable pupil to have built a solid platform to flourish when participating in specialised activities within each group when entering Key Stag 2.

Key Stage 2

Learning in Key Stage 2 enables knowledge to become more specialised through participating in specific activities within the above categories. These activities will continue to be competitive and self-improvement focussed through children being expected to analyse their own performance as they progress through Key Stage 2.

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	Introduction to PE (Unit 1) 1, 3	Introduction to PE (Unit 2) 2, 3	Fundamentals (Unit 1)	Ball Skills (Unit 2) 1, 2, 3	Ball Skills (Unit 1) 3	Ball Skills (unit 2) 1, 2, 3
	Dance (Unit 1) 2, 6	Gymnastics (Unit 1) 2, 3	Dance (Unit 2) 2, 6	Gymnastics (Unit 2) 2, 3	Games (Unit 1) 1, 2, 3	Games (Unit 2) 1, 2, 3
Ash	Dance (Y1) 2,6	Dance (Y1) 2,6	Gymnastics (Y2) 2, 3	Gymnastics (Y2) 2, 3	Striking and fielding 4	Athletics (track) 2, 3
	Invasion games 3, 5	Team building 2, 5	Target games 4	Ball skills (Y1) 2, 3, 5	Net and wall 2, 3, 4	Athletics (field) 2, 3, 4
Chestnut	Target games (Boccia/NAK) 4, 8	Dance (Y5) 6	Gymnastics (Y4) 2, 3, 8	OAA (Y4) 5, 7	Striking and fielding (Rounders) 2, 3, 4, 5	Athletics (track) 2, 3, 8
	Invasion games (Handball) 3, 4, 5, 8	Dance (Y5) 6	Health and Fitness (Yoga Y3/4) 2, 8	Invasion games (Tag rugby) 3, 4, 5, 8	Net and wall (Volleyball) 2, 4, 8	Athletics (field) 2, 3, 4, 8
Oak	Health and Fitness (Y6) 2, 8	Dance (Y6) 6	Gymnastics (Y6) 2, 3, 8	OAA (Y6) 5, 7, 8	Striking and fielding (Rounders) 2, 3, 4, 5, 8	Athletics (track) 2, 3, 8
	Invasion games (Football) 3, 5, 8	Target games (Sport hall athletics – javelin throw, bean bags, frisbee) 4, 8	Invasion games (Handball) 3, 4, 5, 8	Invasion games (Tag rugby) 3, 4, 5, 8	Net and wall (Volleyball) 2, 4, 8	Athletics (field) 2, 3, 4, 8

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	Introduction to PE (Unit 1) 1, 3	Introduction to PE (Unit 2) 2, 3	Fundamentals (Unit 1)	Ball Skills (Unit 2) 1, 2, 3	Ball Skills (Unit 1) 3	Ball Skills (unit 2) 1, 2, 3
	Dance (Unit 1) 2, 6	Gymnastics (Unit 1) 2, 3	Dance (Unit 2) 2, 6	Gymnastics (Unit 2) 2, 3	Games (Unit 1) 1, 2, 3	Games (Unit 2) 1, 2, 3
Ash	Dance (Y2) 2, 6	Dance (Y2) 2, 6	Gymnastics (Y1) 2, 3	Gymnastics (Y1) 2, 3	Striking and fielding 4	Athletics (track) 2, 3
	Invasion games 3, 5	Health and Fitness 2, 3	Target games 4	Fundamentals 1,2, 3	Net and wall games 2, 3, 4	Athletics (field) 2, 3, 4
Chestnut	Target games (Golf) 4, 8	Dance (Y4) 6	Gymnastics (Y5) 2, 3, 8	OAA (Y5) 5, 7	Striking and fielding (Kwick cricket) 2, 3, 4, 5	Athletics (track) 2, 3, 8
	Invasion games (Hockey) 3, 5, 8	Dance (Y4) 6	Health and Fitness (Yoga Y5/6) 2, 8	Invasion games (Dodgeball) 3, 4, 5, 8	Net and wall (Tennis) 2, 4, 8	Athletics (field) 2, 3, 4, 8
Oak	Health and Fitness (Y5) 2, 8	Dance (Y6 alternative) 6	Gymnastics (Y6 alternative) 2, 3, 8	OAA (orienteering) 5, 7, 8	Striking and fielding (Kwick cricket) 2, 3, 4, 5, 8	Athletics (track) 2, 3, 8
	Invasion games (Netball) 3, 4, 5, 8	Target games (Sport hall athletics – javelin throw, bean bags, frisbee)	Invasion Games (Hockey) 3, 5, 8	Invasion games (Basketball) 3, 4, 5, 8	Net and wall (Tennis) 2, 4, 8	Athletics (field) 2, 3, 4, 8