



# Staindrop CE Primary School Physical Education Curriculum



# "THROUGH GOD'S LOVE, WE ARE THE RICH SOIL WHERE ROOTS GROW AND SEEDS FLOURISH"

## INTENT:

At Staindrop C E Primary School, we believe passionately in the value of high quality **physical education**, opportunities for **physical activity** and participation in **school sport (PESSPA)**. Each has an enormous impact on health and emotional well-being as well as significantly impacting on whole school improvement.

We want to provide opportunities for our pupils to become confident and physically literate in a way which supports their well-being, health and fitness. In addition to this, we aim to provide opportunities for children to succeed and excel in competitive sport and other physically demanding activities in order to build resilience and embed values such as team work, fairness and respect.

### Barriers to History for Staindrop CE Pupils:

- *Rural deprivation-lack of access to Museums etc.*
- *Lack of diversity within the school community (predominantly white British)*
- *Children lack independence and confidence to communicate their ideas/oracy skills compared to their high academic outcomes*
  - *Wide socio-economic gap within the school-*
  - *Above national levels of PP in some cohorts*
  - *Above national levels of SEND in some cohorts*
- *Children struggle to retain specific facts in the long term*
- *Decreased engagement from parents with children's learning since COVID*

*Our schools Physical Education promotes the development of ....*

*Creative movers*

*Social movers*



*Thinking movers*

*Confident movers*



*Healthy movers*

# Our schools Physical Education promotes the 4 strands of PE through a broad and balance curriculum



# IMPLEMENTATION:

## Physical Education

- High quality PE lessons which incorporate a variety of sports
- Subject leader and staff subject knowledge is developed through regular CPD
- Use of Get 4 PE planning which is progressive and apply fundamental movement skill which are year group appropriate
- Formative assessment is embedded through interventions within lessons using QCA and Durham core tasks.
- Subject vocabulary is displayed in hall to support learning
- Lessons are planned purposefully to challenge and support EVERY child.
- Children are given wider opportunities to build character and embed values through team work activities, competitions and Sports Day.
- Regular action plans, governor reports and pupil voice continue to monitor and improve Physical Education.
- Sports Premium Funding is used to increase physical competency of staff and children and also provides staff with resources and high-quality equipment.
- FISCH Project (every 2 years) is used to develop children's understanding of healthy lifestyles.
- \*\*assessment\*\*

## Physical Activity

- Opportunities are provided for children to participate in extra-curricular activities before, during and after school e.g. football, netball, sports club.
- Less active children are highlighted and encouraged to live a more active lifestyle.
- Staff implement regular activity each day through active breaks and use of Active Blasts Go Noodle, Cosmic Yoga, BBC Super Movers and Joe Wicks' Workouts.
- Active playtimes and child led play ensures that all children are mobile throughout the day e.g. Sports leaders, Activity trackers, fitness clubs.
- Swimming lessons are offered in KS2 for the year

## School Sport

- All children are given the opportunity to take part/compete in sports competitions and festivals through Staindrop Academy SLA (see Sports Timetable)
- Children are entered into various Level 1/2/3 and County level competitions through School Games (See Sports Timetable)
- Competitions within school (children take ownership of competitions with schools from the surrounding area)



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE 1 Introduction to PE 2	Gymnastics 1 Dance 1	Gymnastics 2 Dance 2	Fundamentals 1 Ball skills 1	Fundamentals 2 Ball skills 2	Games 1 Games 2
Year 1	Fundamentals Target games	Gymnastics Dance	Fitness Team Building	Target Games Ball skills	Net and Wall Sending and receiving	Athletics Striking & Fielding
Year 2	Fundamentals Target Games	Gymnastics Dance	Fitness Team Building	Target Games Ball skills	Net and Wall Sending and receiving	Athletics Striking & Fielding
Year 3	Fundamentals Outdoor adventurous activities (OAA)	Gymnastics Dance	Fitness Dodgeball (Target games)	Cricket (S&F) Tennis (Net & wall)	Hockey (invasion) Ball Skills	Athletics Rounders (S&F)
Year 4	Swimming Tag Rugby (coach Invasion)	Swimming Gymnastics	Swimming Dance	Swimming Tennis (net & Wall)	Swimming Golf (Target games)	Swimming Athletics
Year 5	Outdoor adventurous Activities (OAA) Cross Country	Gymnastics Dance	Fitness Netball (invasion)	Volley Ball (net & wall) Tennis (net & wall)	Rounders (S&F) Football (invasion)	Athletics Golf? (target games)
Year 6	Tag Rugby Cross Country	Gymnastics Dance	Fitness Badminton (net & wall)	Tennis (net & wall) Cricket (S&F)	Hockey (invasion) Basketball (invasion)	Athletics Dodgeball (target games)



# PE Progression of Skills-Dance



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sound and music</p> <p>Responds to a range of stimuli</p>	<p>Copies and explores basic movements and body patterns <b>with clear control</b></p> <p>Varies level and speed in sequence</p> <p>Can vary size of body shapes</p> <p>Remembers simple movement and steps and can add a change of direction</p> <p>Uses space well and negotiates space clearly</p> <p>Links movements to sound and music and can <b>describe</b> a dance using appropriate vocabulary</p> <p>Responds <b>imaginatively</b> to a range of stimuli</p>	<p>Begins to improvise independently to create a simple dance</p> <p>Begins to improvise with a partner to create a simple dance</p> <p>Translates ideas from stimuli into movement <i>with support</i></p> <p>Begins to compare and adapt movements and motifs to create a longer sequence</p> <p>Uses simple dance vocabulary to compare and improve work</p>	<p><b>Confidently</b> improvises with a partner and on their own</p> <p>Begins to create longer dance sequences in larger groups</p> <p>Demonstrates precision and some control in response to stimuli</p> <p>Begins to vary dynamics and develop actions and motifs</p> <p>Demonstrates rhythm and spatial awareness</p> <p>Modifies parts of a sequence as a result of self-evaluation</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Begins to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movement throughout a dance sequence and <b>performs with confidence and consistent precision</b></p> <p>Combines <b>flexibility</b>, techniques and movements to create a <b>fluent</b> sequence</p> <p>Moves appropriately with the required style in relation to the stimulus (levels, ways of travelling)</p> <p>Begins to show a change of pace and timing in their movements</p> <p>Uses space to maximum potential</p> <p>Improvises with confidence, still demonstrating fluency across a sequence</p> <p>Modifies parts of a sequence as a result of self and peer evaluation</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p><b>Exaggerates</b> dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movement throughout a dance sequence and <b>performs with confidence and consistent precision</b></p> <p>Combines <b>flexibility</b>, techniques and movements to create a <b>fluent</b> sequence</p> <p>Moves appropriately with the required style in relation to the stimulus (levels, ways of travelling)</p> <p>Begins to show a change of pace and timing in their movements and <b>is able to move to the beat accurately in a sequence</b></p> <p>Uses space to maximum potential</p> <p>Improvises with confidence, still demonstrating fluency across a sequence</p> <p>Modifies parts of a sequence as a result of self and peer evaluation</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
For instance:	<p>Develop control of movement using:                      Actions (what) travel, stretch, twist, turn, jump                      Space (where) forwards, backwards, sideways, high, low, showing awareness of others                      Relationships (who) on own, with a partner                      Dynamics (how) slowly, quickly</p>		<p>Develop movement using:                      Actions (what) travel, turn, gesture, jump, stillness                      Space (where) formation, direction, levels                      Relationships (who) whole group, solo, duet, unison/canon                      Dynamics (how) explore speed, energy</p>		<p>Develop movement using:                      Actions (what) travel, turn, gesture, jump stillness                      Space (where) formation, direction, level and pathways                      Relationships (who) solo, duo, trio unison, canon and contrast                      Dynamics (how) explore speed, energy e.g heavy/light flowing/sudden</p>	

# PE Progression of Skills-Gymnastics



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Copies</b> and explores basic movements with some control and coordination</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform a 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2 simple movements</p>	<p>Explores and <b>creates</b> different movements, pathways and patterns with some control and coordination</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform a 2 footed jump</p> <p>Can use equipment safely and in a variety of ways to create a sequence</p> <p>Balances with some control</p> <p>Can link <b>2-4 movements</b> together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence of up to <b>6 movements</b></p> <p>Describes their own work using simple gym vocabulary</p> <p>Begins to notice similarities and differences in sequences</p> <p>Uses turns whilst travelling in different ways</p> <p>Begins to show flexibility in movements</p> <p>Begins to show good technique when travelling, balancing, jumping and using equipment</p>	<p>Links skills with control, technique, co-ordination and fluency</p> <p>Understands composition by performing more complex sequences containing up to <b>6 movements</b></p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances</p> <p>Develops strength, technique and flexibility throughout performances when travelling, balancing, jumping and using equipment</p> <p>Creates sequences using various body shapes and equipment</p> <p>Combines equipment with movement to create sequences</p>	<p>Selects and combine their skills, techniques and ideas</p> <p>Applies <b>combined skills accurately</b> and appropriately, consistently showing <b>precision</b>, control and fluency</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences <b>containing 8+ movements</b>.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence (8+ movements) using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
For instance :	<ul style="list-style-type: none"> <li>-Stand and sit "like a gymnast"</li> <li>-Basic shapes (straight, tucked, star, straddle, pike)</li> <li>-Balance in these shapes on large body parts back, front, side, bottom – showing good tension in core, arms, legs and feet (Challenge – upper body strength e.g press up position)</li> <li>-Travels on hands and feet (monkey walk, caterpillar walk bunny hop)</li> <li>-Explore shape in the air when jumping</li> </ul>	<ul style="list-style-type: none"> <li>-Balance in more challenging shapes on 1/2/3/4 'points' e.g 1 hand and 2 feet, head and hands, develop upper body strength using arms to balance and develop balance on apparatus</li> <li>-Travel using rolls and turns in different pathways on floor and apparatus and different exit/entry points</li> <li>-Explore leaps, stag jump, 1 foot – 1 foot jumps adding ¼ turns, twisting jumps in air and landing controlled</li> </ul>	<ul style="list-style-type: none"> <li>-Balance showing full control using more acrobatic balances e.g- handstand, headstand, split leg headstand; mirror match balances, symmetrical and asymmetrical and counter balancing taking weight of a partner or pulling away from and group balances</li> <li>-Travel sideways, diagonally and use various pathways (leaps, cartwheels, rolls and turns)</li> <li>-Make asymmetrical and symmetrical shapes in the air</li> <li>Jump along and over apparatus varying <b>height and landing</b></li> </ul>			



# PE Progression of Skills - Athletics & Outdoor Adventurous Activities



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Athletics</b>	<p>Can run at different speeds</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control</p> <p>Can use equipment safely</p>	<p>Can change speed and direction whilst running</p> <p>Can jump from a standing position with accuracy</p> <p>Performs a variety of throws with control and co-ordination e.g. <i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Begins to run at speeds appropriate for the distance <i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment</p> <p>Can use equipment safely and with good control</p>	<p>Begins to build a variety of running techniques and use with confidence</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities</p> <p>Describes good athletic performance using correct vocabulary</p> <p>Can use equipment safely and with good control</p>	<p>Begins to build a variety of running techniques and use with confidence</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i></p> <p>Begins to record peers performances, and evaluate these</p> <p>Demonstrates accuracy and confidence in throwing and catching activities</p> <p>Describes good athletic performance using correct vocabulary</p> <p>Can use equipment safely and with good control</p>	<p>Continues to build a variety of running techniques and use with confidence</p> <p>Can perform a running jump with more than one component <i>e.g. hop skip jump (triple jump)</i></p> <p>Begins to record peers performances, and evaluate these</p> <p>Demonstrates accuracy and confidence in throwing and catching activities</p> <p>Describes good athletic performance using correct vocabulary</p> <p>Can use equipment safely and with good control</p>
<b>OAA</b>			<p>Develops strong listening skills</p> <p>Uses simple maps</p> <p>Beginning to think activities through and problem solve</p> <p>Choose and apply strategies to solve problems with support</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills</p> <p>Uses and <b>interprets</b> simple maps.</p> <p>Think activities through and problem solve using general knowledge</p> <p>Choose and apply strategies to solve problems with <b>little</b> support</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>		

# PE Progression of Skills- Swimming, Evaluation & Healthy Lifestyles



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Swimming						<p>By the end of Y6 children can:</p> <p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke</p> <p>Performs safe self-rescue in different water-based situations</p>
Evaluation	<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance</p> <p>Use appropriate vocabulary when giving feedback</p>		<p>Watches and describes performances accurately</p> <p>Beginning to think about how they can improve their own work</p> <p>Work with a partner or small group to improve their skills</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>		<p>Watches and describes performances accurately</p> <p>Learn from others how they can improve their skills</p> <p>Comment on tactics and techniques to help improve performances</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences</p>	
Healthy Lifestyles	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>		<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>		<p>.Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	

Swimming and Water Safety  
Data for Year 6 cohort ,leaving July 2022

Swimming is an essential skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction in either key stage 1 or key stage 2. The programme of study for PE sets out the expectations that 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 breast stroke)
- Perform safe self-rescue in different water-based situations.

Swimming and Water Safety	Please fill out all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	10 pupils 33%
What percentage of your Year 6 pupils could use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) when they left your primary school at the of last academic year?	3 pupils 10%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	1 pupil 3%
Schools can choose to use the primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes within the last few weeks of Summer Term.



At Staindrop CofE Primary School we provide additional swimming lessons for those children who have not met the national curriculum requirements for swimming by the time they reach Year 6. The Primary PE and Sport Premium enables us to do this effectively.

During the academic year 2020/2021, majority of swimming provision was cancelled for Year 3 pupils. Percentages for those achieving the expectations by end of Year 6 are estimated due to lack of assessment data and coverage of lessons due to COVID.

The current YR4 (2020-21 yr3 cohort) are currently attending weekly swimming sessions as catch up .