

North Stainley Church OF England Primary School

PE curriculum 2019

NORTH Stainley C OF E

PRIMARY SCHOOL

North Stainley

Ripon

North Yorkshire

HG4 3HT

01765 635276

admin@northstainley.n-yorks.sch.uk

PE subject leader: Sally Williamson



Location and Intake	The school is set in a rural location near the Cathedral City of Ripon. It serves the villages of North Stainley, outlying villages and some families from Ripon. The area has a mixed demographic with some deprivation, high housing costs with some social housing and farming communities.		
Parents and Community	Our local village community are very supportive of the school. Many events take place in the village that include our children, their families and staff. FONS (Friends of North Stainley) run events regularly and raise funds.		
Buildings and Grounds	The school building is old and the site does not allow for further adaptation, as a result increased number on role necessitates the use of an extra classroom in the village hall. The village hall is also used on a daily basis for lunches, Collective worship and PE. We have a school playground on site but use the recreation ground opposite the school for fine weather play times and sport/PE.		
Governors	Our Governing Body is made up of Foundation Governors, Parent Governors and Co-opted Governors – with a mixture of skills and experience. Our present Chair of Governors is Nat Potts		
Collaborations	We are part of a Rural Schools Cluster that includes a number of similar settings around Ripon. We are also part of HART alliance.		
Extended School Provision	Our extended school provision is Club which runs a before and after school club This provision is managed by the school. We also offer after-school clubs including, Gardening, Cookery, Sports, Dance.		
Classes	We currently have 51 children on roll. Reception intake numbers fluctuate from year to year. We currently have mixed-age Year 5/6, Year 3/4, Year Reception, 1/2 class. We have 2 full-time teachers and 2 part-time teachers, each class is supported by a part-time Teaching Assistant and we also have 3 part time 1:1 teachers 1 HLTA.		
Staffing	The current Head Teacher took up post in 2019. All teaching staff have been at the school for a number of years. The part-time School Administrator took up position in January 2020		
Church and SIAMS	We are a Church of England Primary School and have close links with two local churches and the Diocese of Leeds. Our last SIAMS inspection took place in July 2015 and was graded as outstanding.		
SEND	We currently have 12 children on the SEN register (3 children EHCP) with Communication difficulties, Learning difficulties and physical disabilities. We have 10 children on the Vulnerable Learners Register: Medical/Emotional Needs and 9 children on Vulnerable Learners Register: School Identified Monitoring.		
Disadvantaged	We have seven disadvantaged children.		
EAL	We currently have no EAL children.		
Gender	Boys 39 Girls 12	Attendance	

Excellence in Physical Education at North Stainley CE Primary School

The principal aim of PE is for pupils to develop the competence to succeed in a broad range of physical activity.

Aims and purposes of Physical Education at North Stainley CE Primary School

The principal aim incorporates the following aims of Physical Education in our school.

- To enable all children to develop fundamental movement skills progressing to applying and developing a broader set of skills in KS2.
- Ensure that pupils access a broad range of opportunities to use and extend their skills and techniques.
- Provide for challenge and competition in sport and other activities to build confidence and embed school values.
- Inspire pupils to succeed and excel in competitive physical activities against themselves and others, communicating and collaborating with one another.
- Enable pupils to learn how to evaluate and know how to improve in different activities recognising their own success.
- Provide opportunities for pupils to be physically active for sustained periods.
- Ensure that pupils know the importance of leading active healthy lives.

When transitioning to KS3 the expectation for our school is that all pupils are physically literate and are able to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- 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.
- 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.

Requirements of Physical Education at our CE Primary School.

Reception: 1 hour per week focussed Physical education. Unlimited access to physical development through: playing, exploring and active learning as part of the Early Learning Goals.

Key Stage one and two: 2 hours per week.

PE Long Term Plan

		Reception		Year 1/2		Year 3/4		Year 5/6	
		Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Autumn 1	Sport	Dance Forest schools	Dance Forest schools	Dance Forest schools	Dance Forest schools	Dance Swimming	Dance Swimming	Invasion games (football)	Invasion games (tag rugby)
	Real PE	Personal skills Coordination – floor movement patterns and static balance		Personal skills Coordination – floor movement patterns and static balance – 1 leg standing				Cognitive skills Coordination - ball skills Agility - reaction and response	
Autumn 2	Sport	Dance Gymnastics/Ball skills	Dance Gymnastics Ball skills	Dance	Dance	Swimming Gymnastics (key steps)	Swimming Gymnastics (key steps)	Invasion games	Invasion games
	Real PE	Social skills Dynamic balance and static balance		Social skills Dynamic balance and static balance - seated				Creative skills Static balance - seated and static balance Floorwork	
Spring 1	Sport	Gymnastics apparatus/ Games	Gymnastics (apparatus) Games	Gymnastics - apparatus	Gymnastics - apparatus	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	Real PE	Cognitive skills Dynamic balance and static balance – small base		Cognitive skills Dynamic balance and static balance – small base		Cognitive skills Dynamic balance Coordination: ball skills		Social skills Dynamic balance and counter balance in pairs	
Spring 2	Sport	Games (throwing and catching focus)	Orienteering	Games (throwing and catching focus)	Orienteering	Alternative sport e.g. hand ball/ultimate frisbee/archery/tchoukball	Orienteering	Alternative sport e.g. hand ball/ultimate frisbee/archery/tchoukball Swimming	Orienteering
	Real PE	Creative skills Coordination - ball skills and counterbalance in pairs		Creative skills Coordination - ball skills and counterbalance in pairs		Creative skills Coordination with equipment Counter balance in pairs		Physical focus Static balance - leg standing and dynamic balance to agility	
Summer 1	Sport	Athletics (running, balancing and obstacle focus)	Throwing and catching	Athletics (running,	Throwing and catching	Rounders striking and fielding	Kwik cricket striking and fielding	Rounders striking and fielding Athletics (track)	Kwik cricket striking and fielding

		Bat and ball (kwik cricket)	Athletics (running, balancing and obstacle focus)	balancing and obstacle focus) Bat and ball (kwik cricket)	Athletics (running, balancing and obstacle focus)				Athletics (track)
	Real PE	Physical skills Coordination with equipment Agility - reaction/response		Physical skills Coordination with equipment Agility - reaction/response		Physical skills Agility – reaction/response Static balance - floorwork		Health and fitness skills Static balance -small base Coordination - floor movement patterns.	
Summer 2	Sport	Athletics (jumping and throwing) Bat and ball (tennis)	Athletics (jumping and throwing) Bat and ball (tennis)	Athletics (jumping and throwing) Bat and ball (tennis)	Athletics (jumping and throwing) Bat and ball (tennis)	Tennis (net and wall) Athletics	Forest schools Athletics	Tennis (net and wall) Athletics field	Dance Athletics field
	Real PE	Health and fitness skills Agility – ball chasing and static balance Floorwork		Health and fitness skills Agility – ball chasing and static balance Floorwork		Health and fitness skills Agility – ball chasing Static balance – small base		Personal skills Coordination with equipment Agility – ball chasing	

GROW, BLOSSOM, FLOURISH – KNOWLEDGE AND SKILLS PROGRESSION

	RECEPTION Children will...	YEAR ONE/ TWO Children will...	YEAR THREE/ FOUR Children will...	YEAR FIVE/ SIX Children will...
To begin to develop knowledge and new skills in relation to movement and balance. To grow agility and coordination in some simple paired/ team activities and games. To begin to develop movement into dance patterns.	<ul style="list-style-type: none"> • Show movement in more than one way. • Complete a single balance. • Begin to use hands to control a ball. • Copy individual movements in dance. 	<ul style="list-style-type: none"> • Be able to move in a variety of ways including: hopping, jumping (2 feet), sprinting running, skipping without a rope. • Be able to perform a number of balances on a number of points and some patches including some simple points and patches balances on apparatus. • Be able to sometimes throw, roll and kick a ball towards a target. Catch a large ball most of the time. • Be able to participate in a simple game with an opposing side, following rules. • Complete a simple themed dance linking a number of movements together. 	<ul style="list-style-type: none"> • Be able to sometimes bounce a ball on the spot, bounce a ball on a racket Be able to throw both under arm and over arm and Be able to sometimes bowl and strike a ball within skills learning sessions. • Be able to move confidently and fluently from action to travelling. • Be able to perform a variety of rolls with increasing levels of control. • Be able to copy and perform a movement sequence showing contrast in speed, level and direction. 	<ul style="list-style-type: none"> • Be able to consistently bounce a ball on the spot, bounce a ball on a racket and often strike a ball accurately. Be able to throw with coordination over arm and underarm and Be able to catch balls and objects of varying sizes. • Be able to move dynamically, varying speed and direction. Be able to travel and dribble or bounce a ball with some control. • Be able to competently perform most rolls. • Be able to participate fully in modified team games. • Be able to perform a short sequence linking basic action and showing a beginning, middle and end.
BLOSSOM Increase the number of skills performed and showing consistency in using and applying these skills accurately within paired and team activities and have a good knowledge of	<ul style="list-style-type: none"> • Move in a many different ways and be able to stop on command. • To be able to balance on one foot and on a piece of apparatus (bench or low stool) • Begin to throw and kick a ball to a target. • To be able to control a ball within a simple game setting. • Be able to link 2 dance movements together. 	<ul style="list-style-type: none"> • Be able to move in a variety of ways and know when to combine/ apply movements for varying requirements (including variety of rolls, jumps.) Confidently move from one balance to another on a variety of points and patches. To line and bench walk with accuracy. • Be able to roll, kick, throw, catch and dribble a ball with increasing accuracy. To balance a ball on a racket 	<ul style="list-style-type: none"> • Be able to apply ball skills and bat and ball skills appropriately when competing or taking part in challenges. • Is able to participate in team games and challenges including self-challenge at times applying simple tactics and following necessary rules. • Be able to apply what they have learnt to perform a variety of rolls including 	<ul style="list-style-type: none"> • Be able to apply and show a competence when fielding and striking the ball in a number of different activities. • Be able to apply skills and tactics when attacking and defending within a number of competitive games and challenges. • Be able to apply all principles to all rolls including a shoulder roll and a backward roll. • Be able to apply more complex movement sequences and compositional ideas to form short dance routines.

<p>age appropriate games.</p>		<p>and sometimes strike a ball 2 handed.</p> <ul style="list-style-type: none"> Consistently participate in simple team games or grouped activities and challenges with a set of rules, showing cooperation. Be able to copy dance patterns and to apply movement to express a theme, moving to a beat. 	<p>forwards and backwards rolls with control.</p> <ul style="list-style-type: none"> Perform a movement sequence showing contrast in speed, level and direction. Applying basic compositional ideas to create a dance phrase. 	
<p>FLOURISH Independently use, apply and direct skills learnt. To combine these skills in order to create opportunities to develop movement, balance, agility, coordination within team games and challenges. To have the knowledge and understanding to self-analyse and improve.</p>	<ul style="list-style-type: none"> Be able to move more confidently sometimes in and out of cones or obstacles. Be able to decide on and apply a balance independently including on one point and on a piece apparatus Be able to throw and kick a large ball and in some instances begin to catch a large ball. Begin to participate in a game with opposing sides. Independently link dance movements to a theme. 	<p>Be able to choose and apply necessary movements when required including skipping with a rope, jumping for height and distance.</p> <ul style="list-style-type: none"> Be able to independently choose when and where to apply balances and rolls, showing increasing competence. Be able to show more agility and coordination being able to strike and dribble and aim for targets with accuracy and choosing when and how to apply these skills. Be able to work with a team in a number of simple cooperative games and situations that requires choosing the skills already mastered. To learn rules and know where to apply these rules within the games. Choose and link a short series of sequences to perform a dance related to a theme. 	<ul style="list-style-type: none"> Be able to respond imaginatively generally using competent bat and ball skills. Be able to participate in team games choosing and using appropriate tactics, succeeding in competitive sport and other physically demanding activities. Be able to choose/use rolls when creating a sequence that show coordination and control. Create/plan and perform a movement sequence showing contrast in speed, level and direction. Applying basic compositional ideas to create a sequence or a dance phrase with a partner or within a small group. Be able to recognise when and where improvements and changes need to be made within activities and develop their learning and skills independently. 	<ul style="list-style-type: none"> Be able to use and apply all skills with fluency, imagination and control, within a number of different activities. Be able to compete in a range of increasingly challenging situations, showing precision, control and fluency, succeeding and exceeding on a regular basis. Be able to incorporate different dynamics and develop new actions with a partner and a group. Plan and perform a longer more varied sequence with accompaniment that demonstrates smooth transitions and expression. Refining and improving to respond to self and others analysis.

		<ul style="list-style-type: none">• Recognise when and where improvements and changes need to be made within activities.		
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Key Vocabulary Progression:

Athletics: Key Vocabulary Progression			
Grow: Begin to learn and understand the meaning of:	Blossom: Be able to apply correct vocabulary when questioned and in context.		Flourish: Apply vocabulary consistently and independently in and out of context.
EYFS	Y1/2	Y3/4	Y5/6
Start, begin, finish, run, slow, fast, position. Throw, aim	sprint, jog, speed, <i>steady, fast, medium, slow</i> . Throwing action, <i>eg sling, push, pull</i> , underarm	pace, race, stride, stamina, speed, safety, relay, time, measure, record Throwing action, <i>eg sling, push, pull</i> , power, over arm	race, run-up, position of feet on last stride, pacing, stamina, strength and speed = power, suppleness, safety and rules, relay take-over area, time, measure, record, set targets
Dance: Key Vocabulary Progression			
EYFS	Y1/2	Y3/4	Y5/6
<i>gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i> , words to describe direction, <i>eg forwards, backwards, sideways</i> , words to describe space, <i>eg near, far, in and out, on the spot, own</i> , beginning, middle, end, words to describe moods and feelings (expressive qualities), <i>eg jolly, stormy</i> , words to describe the nature of movement (dynamic qualities), <i>eg fast, strong, gentle</i>	words to describe body actions and body parts, stimulus (the starting point for dance), words to describe levels, <i>eg high, medium, low</i> , words to describe directions, words to describe pathways, <i>eg curved, zigzag</i> , words to describe moods, ideas and feelings, <i>eg happy, angry, calm, excited, sad, lonely</i> , tired, hot, sweaty, heart rate, warm up, cool down	words to describe actions, dynamics, space and relationships, words to describe group formations, <i>eg square, circle, line</i> , partner, copy, follow, lead, unison, canon, repeat, structure, dance phrase, improvisation, explore character, narrative, costume, props, describe, analyse, interpret, evaluate, communication, gesture, words to describe choreographic devices, <i>eg unison, canon, repetition, action and reaction, question and answer</i> , myth, legend, mobilise joints, diet	dance style, technique, formation, pattern, gesture, rhythm, language specific to particular dance styles, <i>eg pavane, haka</i> , motif, variation, section, form, <i>eg AB, ABA, ABAC</i> , artistic intention, exploration, dance framework, interpret

Games/ Invasion Games: Key Vocabulary Progression

Grow: Begin to learn and understand the meaning of:		Blossom: Be able to apply correct vocabulary when questioned and in context.		Flourish: Apply vocabulary consistently and independently in and out of context.			
EYFS		Y1/2		Y3/4		Y5/6	
Rolling, throwing, underarm, hitting, bouncing, catching, aiming, position		avoiding, tracking a ball, rolling, striking, overarm, free space, own space, opposite, team, rebound, tracking or following the movement of a ball, aiming, speed, direction, passing, controlling, shooting, scoring		keeping possession, keeping the ball, scoring goals, keeping the score, making space, pass, send and receive, dribble, travel with the ball, back up, support partners and others in their team, keep possession, keep control, make and use space, support, pass, points, goals, rules, tactics		shooting, shielding the ball, width, depth, support, marking, covering, repossession, attackers, defenders, supporting, team play, team positions	

Gymnastics: Key Vocabulary Progression

EYFS		Y1/2		Y3/4		Y5/6	
, jump, land, rock, roll body parts and surfaces, eg feet, hands, toes, heels, knees, head, elbows, bottom, back, tummies. pathway, eg zigzag, straight, along, around, across, on, off, over, under, through,		, grip, hang, push, pull, bounce, hop, skip, step, spring, crawl, slide, words to describe speed, eg stop, still, slowly, shape, eg tall, long, wide, narrow, direction, eg up, down, forwards, level, eg high, low, tension, extension, relaxation		inverted, contrasting, flow, combinations, half-turn, sustained, explosive, rotation, 90°, 180°, 270°, spinning, axis, strength, suppleness, stamina, combine, approaching, leaving, height, inversion, against, towards, away, across		asymmetry, symmetry, display, matching, flight, counterbalance, counter-tension, tension, obstacle, straddle over, aesthetic, judgement feet apart, feet together, crouch, inclined	

Net: Key Vocabulary Progression

Grow: Begin to learn and understand the meaning of:	Blossom: Be able to apply correct vocabulary when questioned and in context.	Flourish: Apply vocabulary consistently and independently in and out of context.
Y3/4	Y5/6	
court, target, net, striking, hitting, defending, making it difficult for the opponent, tactics, scoring points, forehand, backhand,	volley, overhead <ul style="list-style-type: none"> • rally • singles, doubles • using width, using depth, changing direction, changing speed • short tennis, badminton • defending court, covering court and partner 	

Striking and hitting: Key Vocabulary Progression

Y3/4	Y5/6
batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score	stance, the crease or batting point, non-striker, leg-side, offside, home base, pitch, over, innings

OAA: Key Vocabulary Progression

Y3/4	Y5/6
maps, diagrams, symbols, scale, orienteering, controls, challenges, problem solving, plan alone, plan in pairs and groups, do – try, think about and try again, review – talk about an activity and decide how to do better	planning a journey, challenges, problem solving, plan – strategies and approaches, do – try, review and try again or improve, review – talk about and agree good ways of working, team work – collaborate and take on roles and responsibilities

MEDIUM TERM MAPS

On the following pages please find PE Medium Term Plans...

GROW BLOSSOM FLOURISH – ASSESSMENT IN PE

	RECEPTION	YEAR ONE/ TWO	YEAR THREE/ FOUR	YEAR FIVE/ SIX
<p>Children who are GROWING will... begin to develop new skills, movements and balances. Will grow agility and coordination in some simple paired/ team activities and games. Will develop movement into simple dance patterns.</p>	<ul style="list-style-type: none"> • Show movement in more than one way. • Complete a single balance. • Begin to use hands to control a ball. • Copy individual movements in dance. 	<ul style="list-style-type: none"> • Move in a variety of ways including: hopping, jumping (2 feet), sprinting running, skipping without a rope. • Perform a number of balances on a number of points and some patches including some simple points and patches balances on apparatus. • Sometimes throw, roll and kick a ball towards a target. Catch a large ball most of the time. • Participate in a simple game with an opposing side, following rules. • Complete a simple themed dance linking a number of movements together. 	<ul style="list-style-type: none"> • Be able to sometimes bounce a ball on the spot, bounce a ball on a racket Be able to throw both under arm and over arm and Be able to sometimes bowl and strike a ball within skills learning sessions. • Be able to move confidently and fluently from action to travelling. • Be able to perform a variety of rolls with increasing levels of control. <ul style="list-style-type: none"> • Be able to copy and perform a movement sequence showing contrast in speed, level and direction. 	<ul style="list-style-type: none"> • Be able to consistently bounce a ball on the spot, bounce a ball on a racket and often strike a ball accurately. Be able to throw with coordination over arm and underarm and Be able to catch balls and objects of varying sizes. • Be able to move dynamically, varying speed and direction. Be able to travel and dribble or bounce a ball with some control. • Be able to competently perform most rolls. • Be able to participate fully in modified team games. <ul style="list-style-type: none"> • Be able to perform a short sequence linking basic action and showing a beginning, middle and end.
<p>Children who are BLOSSOMING will... Increase the number of skills performed and show consistency in using and applying these skills accurately within paired and team</p>	<ul style="list-style-type: none"> • Move in a many different ways and be able to stop on command. • Balance on one foot and on a piece of apparatus (bench or low stool) • Begin to throw and kick a ball to a target. • Control a ball within a simple game setting. • Link 2 dance movements together. 	<ul style="list-style-type: none"> • Move in a variety of ways and know when to combine/ apply movements for varying requirements (including variety of rolls, jumps.) • Confidently move from one balance to another on a variety of points and patches. To line and bench walk with accuracy. • Roll, kick, throw, catch and dribble a ball with increasing accuracy. To balance a ball 	<ul style="list-style-type: none"> • Be able to apply ball skills and bat and ball skills appropriately when competing or taking part in challenges. • Is able to participate in team games and challenges including self-challenge at times applying simple tactics and following necessary rules. • Be able to apply what they have learnt to perform a variety of rolls including 	<ul style="list-style-type: none"> • Be able to apply and show a competence when fielding and striking the ball in a number of different activities. • Be able to apply skills and tactics when attacking and defending within a number of competitive games and challenges. • Be able to apply all principles to all rolls including a shoulder roll and a backward roll.

<p>activities and games.</p>		<p>on a racket and sometimes strike a ball 2 handed.</p> <ul style="list-style-type: none"> Consistently participate in simple team games or grouped activities and challenges with a set of rules, showing cooperation. <ul style="list-style-type: none"> Copy dance patterns and to apply movement to express a theme, moving to a beat. 	<p>forwards and backwards rolls with control.</p> <ul style="list-style-type: none"> Perform a movement sequence showing contrast in speed, level and direction. Applying basic compositional ideas to create a dance phrase. 	<ul style="list-style-type: none"> Be able to apply more complex movement sequences and compositional ideas to form short dance routines.
<p>Children who are FLOURISHING will... Independently use, apply and direct skills learnt. To combine these skills in order to create opportunities to develop movement, balance, agility, coordination within team games and challenges. Will self-analyse and improve.</p>	<ul style="list-style-type: none"> Move more confidently sometimes in and out of cones or obstacles. Decide on and apply a balance independently including on one point and on a piece apparatus Throw and kick a large ball and in some instances begin to catch a large ball. Begin to participate in a game with opposing sides. <ul style="list-style-type: none"> Independently link dance movements to a theme. 	<ul style="list-style-type: none"> Choose and apply necessary movements when required including skipping with a rope, jumping for height and distance. Independently choose when and where to apply balances and rolls, showing increasing competence. Show increased agility and coordination being able to strike and dribble and aim for targets with accuracy and choosing when and how to apply these skills. Work with a team in a number of simple cooperative games and situations that requires choosing the skills already mastered. To learn rules and know where to apply these rules within the games. Choose and link a short series of sequences to perform a dance related to a theme. 	<ul style="list-style-type: none"> Be able to respond imaginatively generally using competent bat and ball skills. Be able to participate in team games choosing and using appropriate tactics, succeeding in competitive sport and other physically demanding activities. Be able to choose/use rolls when creating a sequence that show coordination and control. Create/plan and perform a movement sequence showing contrast in speed, level and direction. Applying basic compositional ideas to create a sequence or a dance phrase with a partner or within a small group. <ul style="list-style-type: none"> Be able to recognise when and where improvements and changes need to be made within activities and develop their 	<ul style="list-style-type: none"> Be able to use and apply all skills with fluency, imagination and control, within a number of different activities. Be able to compete in a range of increasingly challenging situations, showing precision, control and fluency, succeeding and exceeding on a regular basis. Be able to incorporate different dynamics and develop new actions with a partner and a group. Plan and perform a longer more varied sequence with accompaniment that demonstrates smooth transitions and expression. Refining and improving to respond to self and others analysis.

		<ul style="list-style-type: none">• Recognise when and where improvements and changes need to be made within activities.	learning and skills independently.	
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