Physical Education Curriculum Plan (Primary)

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| **Our Intent-****We embrace the DDT Values of** **Leadership:** we develop leadership skills, self -confidence, communication, self -discipline and teamwork within our lessons.**Innovation:** we enable pupils to be imaginative and innovative by presenting opportunities to problem solve and design. **Inclusivity:** we nurture respect for other people and ensure pupils value and understand differing abilities and skill levels. **Quality:** we strive to be the best we can be by providing quality teaching and learning opportunities.**Perseverance:** we develop a can-do attitude in our lessons and encourage pupils to be patient and determined. **Positive culture:**  responsibility, honesty and togetherness are promoted in all lessons.Through the medium of sport, we allow our learners to become independent, resilient and confident young people. We recognise that participation in sport and exercise has a positive influence on academic achievement, emotional stability and interaction with others.Our school provides a broad and balanced programme of physical education with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is actively encouraged. The range of physical activities delivered is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. Our curriculum plan is based on the National Curriculum Programme of Study for Physical Education.**Competitions** Pupils engage in a range of competitive sports and activities, (e.g. boccia, athletics, tag-rugby and multisports) with both hearing and Deaf communities. We work with Deaf schools nationally and Panathalon. We also work closely with external bodies such as Shimmy School and DONS. We organise and host various events and our summer Sports Day involves all ages and families. Through competition we aim to embed values such as fairness and respect and develop teamwork and resilience. Our summer Sports Day involves all ages, and all families are invited to attend.**Swimming**We hire local swimming pools for our lessons  |

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|  | **Games** | **Dance** | **Gymnastics** | **Athletics** | **Swimming** | **Outdoor and Adventurous Activities** |
| Year6 |  Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).• Work alone, or with team mates in order to gain points or possession• Strike a bowled or volleyed ball with increasing accuracy.• Use forehand and backhand when playing racket games. Field, defend and attack tactically by anticipating the direction of play and choose the most appropriate tactics for a game.Uphold the spirit of fair play and respect in all competitive situationsLead others when called upon and act as a good role model within a team. | Compose creative and imaginative dance sequences.• Perform expressively and hold a precise and strong body posture.• Perform and create complex sequences.• Express an idea in original and imaginative ways.• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. | Create complex and well executed sequences that include a full range of movements including:  • travelling  • balances  • swinging  • springing  • flight  • vaults  • inversions  • rotations  • bending, stretching and twisting  • gestures  • linking skills.•Hold shapes that are strong, fluent and expressive.• Include in a sequence set pieces, choosing the most appropriate linking elements. Practice and refine these gymnastic techniques and perform to an audience.• Vary speed, direction, level and body rotation during floor performances.• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).• Use equipment to vault (remaining upright). | • Combine sprinting with low hurdles over 60 metres.•Understand and choose the best place for running over a variety of distances.• Throw accurately and refine performance by analysing technique and body shape.• Show control in take off and landings when jumping.• Compete with others and keep track of personal best performances, setting targets for improvement. | Swim a minimum of 25 metres unaided. Be confident and competent in core aquatic skills (floating, sinking, diving, gliding).• Use breaststroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.• Swim fluently with controlled strokes in three of the four strokes.• Turn efficiently at the end of a length.• Play a mini water polo game. | ORIENTEERINGUsing off-site locations where possibleContinue familiarisation with different maps and locationsStar orienteering off-site Timed short coursesScore orienteering and competition |
| Year 5 | GamesDevelop and combine techniques (running, throwing, catching, passing, jumping and kicking).With guidance, work out strategies to gain points or possession.Strike a moving ball with increasing accuracy.In adapted small games, defend and attack tactically by anticipating the direction of play.Uphold the spirit of fair play and respect in all competitive situations.Lead small groups and act as good role models.Develop and combine techniques(running, throwing, catching, passing,jumping and kicking). With guidance work out strategies to gain points or possession Strike a moving ball with some accuracy.Perform forehand and backhand in racket skills with a feeder and without.In adapted small-sided games field, defend and attack tactically.Understand fair play and respect in all competitive situations.Lead small groups and act as a good role model. | Compose a variety of short dance sequences using imagination.Perform with expression and hold strong body postures Express ideas and themes.Work in a pair and group to develop a phrase | • Create sequences that include a range of movements including s**ome** of the following:  • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skillsHold shapes that are strong, fluent and expressive.Vary speed, direction, and level and body rotation during floor performances. Demonstrate good kinesthetic awareness (placement of body parts)• With support use equipment to vault and to swing (remaining upright). | • Begin to combine running with low hurdles over 40 metres.•Explore and choose the best pace for running over a variety of distances.•Throw accurately and refine performance by analysing technique and body shape.• Show consistency in take off and landings when jumping.• Compete with others and understand how to improve | Be able to perform survival skills and have a good understanding of water safety issues. Explore and develop core aquatic skills( floating, sinking diving and gliding).Be able to swim 3 strokes with good technique.Perform backstroke starts, two handed turns and finishes.Perform basic synchronised swimming and water polo skills | ORIENTEERTINGConsolidation of map work and orientationStar orienteeringVariations of short courses (more controls)Setting up courses for others using star orienteering and school plans/mapsGround to map interpretationIntroduction to compass work |
| Year4 | . To throw and catch with accuracy.Know when to attack the ball.Know when to defend the ball.Strike a ball and field with control.Choose appropriate tactics to cause problems for the opposition.Follow the rules of the games and play fairly.Maintain possession of a ball (with feet or hands).Understand when to pass to team peers at appropriate times.Lead others and act as a respectful team memberUnderstand principles of attacking and defending and devise simple strategies. To cause problems for the opposition.• Throw and catch with control and accuracy.• Strike a ball and field with control• Follow the rules of the game and play fairly.• Maintain possession of a ball (with, e.g. feet, a hockey stick or hands) and pass to team mates at appropriate times.• Lead others and act as a respectful team member. | • Plan, perform and repeat and refine sequences.• Move in a clear and expressive manner.• Create dances and movements that convey a definite idea using changes of speed and shapes, • Develop physical strength and suppleness by practicing moves and stretching. | Plan, perform and repeat and refine sequences.• Move in a clear , expressive manner. Showing changes of direction, speed and level during a performance.• Travel in a variety of ways, including flight• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). | Sprint over a short distance up to 60 metres and run over a longer distance of 1500 or more, conserving energy in order to sustain performance.Use a range of throwing techniques (such as under arm, over arm).Throw with some accuracy to hit a target or cover a distance.Jump in a number of ways, using a run up where appropriate.Compete with others and aim to improve personal best performances. | Swim 20 metres or more unaidedHave a good understanding of water safety issues.• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.• Coordinate leg and arm movements appropriately.• Swim at the surface and below the water.• Gain confidence in the water and show a positive approach to learning aquatic skills. | ORIENTEERINGDeveloping map work and orientation of the school site Simple star orienteering (School field/ playground)Simple short courses on school field/ playground (few controls)Setting up routes for each other using simple plans |
| Year 3 | Explore different ways of running and ways of throwing with accuracy.Repeatedly throw underarm accurately. Throw overarm for greater distance. Explore jumping for a variety of distances.Develop some tactics to cause problems for the opposition.Hold possession of a ball and pass to peers at appropriate times in a small area.Lead others in small groups or pairs.Understand basic principles of attacking and defending and devise simple strategies in adapted games.Throw and catch a ball with some control and accuracy. Strike and field a ball with some accuracyHold possession of a ball in an overload situation (ie 5v2) and pass to team mates at appropriate times in a small sided game.Lead other in small groups or pairs | Link a combination of actions to perform a sequence.•Move in a fluent and expressive manner• Change speed and levels within a performance and develop sequences. |  Plan, perform and repeat simple sequences.• Move in a clear, fluent and expressive manner showing changes of direction, speed and level during a short performance.• Travel in a variety of ways, including flight showing good control• Develop some kinesthetic sense in order to improve the placement and alignment of body parts in simple moves Balance using equipment and swing and hang from equipment safely (using hands). |  Sprint using good technique for 30 metresand 1000metres or further and sustain moderate speed.Throw with good technique at a target or cover a distance. Jump in a number of ways landing safely.Compete with others and aim to improve. | Have a good understanding of water safety issues.• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.•Isolate and perform leg and arm movements in front crawl breast stroke and backstroke appropriately.Show some coordination in arm and leg movements in 3 of the four strokes.• Perform surface dives in deep and shallow• Float in different positions | ORIENTEERING• Table top maps• Using maps in classroom/hall•Introduction to maps• Orienteering maps• Location points following routes |
| Year 2 | Develop the skill of running fast.Explore different ways of throwing. Develop a variety of throwing techniques.Throw underarm accurately. Throw overarm for distance.Accurately throw overarm.Explore jumping for distance. Explore a push throw. Complete an obstacle course.Complete run, jump and throw challenges.Develop tactics.Lead others when appropriate.• Use the terms ‘opponent’ and ‘team-mate’.• Identify basic characteristics of attacking and defending.Develop a variety of throwing techniques• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Develop tactics.• Lead others when appropriate. | Copy, remember and be able to repeat moves and positions.• Move with careful control and coordination.• Link two or more actions to perform a sequence.• Choose movements to communicate a mood, feeling or idea. | Copy and remember actions.• Move with some control and awareness of space.• Link two or more actions to make a sequence.• Show contrasts (such as small/tall, straight/curved and wide/narrow).• Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body.• Climb safely on equipment.• Stretch and curl to develop flexibility.• Jump in a variety of ways and land with increasing control and balance. | Be able to show three different paces in runningBe able to run at a steady pace for three minutes or longerBe able to throw using different actions and with both hands • Jump in a variety of ways using different foot patterns |  | ORIENTEERING• Table top map• Discuss about maps• To introduce a simple and fun competitive element.• To demonstrate all the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map.•Use classroom or hall or small grassy area |
| Year 1 | Understand simple tactics in a game. Work cooperatively in a small group. Apply simple tactics in a game.Explore rolling different equipment.Develop the skill of dodging. Work cooperatively in a small group. Explore throwing equipment underarm. • Use rolling, hitting, running, jumping, throwing, catching and kicking skills.Start to develop basic tactics 1v1, 2v1, 3v1.Understand and demonstrate working as a teamTo lead a partner and a small group when appropriate. | Copy and remember moves and positions in dance .Move with controlDevelop simple movement to communicate mood or feelings | Copy and remember simple actions showing some controlTravel and roll using a variety of different methods Hold simple positions whilst balancing on different points of the body | Be able to show a change of pace whilst runningBe able to run at a steady pace for two minutes or longerBe able to throw under arm and overarmShow different ways of jumping |  | ORIENTEERING• Table top enlarged simplistic map• Easy-to-read symbols (mainly pictures of the surrounding objects)• To reinforce the concept that a map is like a picture.• Use classroom/hall or small grassy area |
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