

Dringhouses Discovery Curriculum - PE Curriculum Progression Plan

Intent - At Dringhouses Primary School, Physical Education is an integral part of our curriculum and we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development. We aspire for children to adopt a positive 'growth mindset' and believe that with determination and resilience great things can be achieved. At Dringhouses we offer a dynamic and varied program of activity to ensure that all children progress physically through a unique and fully inclusive PE curriculum. Our curriculum aims to improve the well-being and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We aim to deliver high quality teaching and learning opportunities that enable all children to achieve their personal best. All children participate in competitive sport which can be either inter or intra school sport. We encourage children to transfer the Dringhouses character values to sporting and physical activity, ensuring that they aim to be the very best that they can be whilst demonstrating the school vision. We aim for all children to be physically active for sustained periods of time and to be able to make informed decisions to lead healthy and active lives. Thus, embedding life-long values. Swimming is an important life skill and we aspire for all children to leave primary school having met at least the minimum requirements of the National Curriculum.

Implementation - PE is planned on a yearly cycle with different skills and/or sports being covered each half term. In EYFS and KS1, there is a particular focus on enjoyment, engagement and skill mastery. Sports are not specialised and instead it is the teaching of skills, movements and body control that is focused upon. This is based on the principle that once these skills are mastered, they are readily transferable to a competitive environment. LKS2 sees the introductions on 'traditional sports'. Skills mastered in KS1 are applied through sports specialisation and we begin the 'skill to sport' transition. In UKS2, this is developed further with a focus on Teaching Games for Understanding (TGfU); a model where tactics and play are a focus over technique. TGfU increases positive transference to other PE contents, and, consequently, to physical activity practice (O'Leary, 2016; Stolz and Pill, 2014). Previously at Dringhouses, PE was taught for one hour by the class teacher and for one hour by Total Sports (PPA cover). The decision was made at the end of the 2020 contract with Total Sports, that all PE teaching would be done by class teachers. This decision was made due to the fact the teachers provided by Total Sports were Level 2 coaches in a particular sport and not teachers. They displayed good subject knowledge in regards to a the particular sport the have a qualification in but were not in the child developmental side of teaching.

Impact - At Dringhouses Primary School, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the necessary skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for children to enjoy PE and develop a love of sport and physical activity which becomes part of their future life outside of primary school. Children can represent the school at sporting events from local to county level. Alongside this, we share sporting achievements both in and out of school in Special Mention assembly, so that we are promoting sports and activities, as well as celebrating all levels of success. We aim for all Year 6 pupils to leave school with the skills to competently swim at least 25m and have the skills to self-rescue in the water which are key life skills.

PE	Early Years	Key Stage 1 (Skill based)	Lower Key Stage 2 (Skill to Drill)	Upper Key Stage 2 (Teaching games for understanding)
Skills	<p><u>Roll, Throw, Catch</u> Throw underarm Throw an object underarm towards a target Catch large equipment using two hands in a static position Roll equipment forwards in different techniques</p> <p><u>Hop, Skip and Jump</u> Jump from one space to another landing and jumping on two feet. Travel in different ways for a variety of purposes</p> <p><u>Balance and Coordination</u> Standing balances with increasing control Join a range of different movements</p>	<p><u>Roll, Throw, Catch</u> Throw underarm and overarm Throw an object at a target with accuracy Catch, and bounce, a ball using one and two hands in a static position Roll equipment in different directions using different techniques Move with control and care Use equipment safely</p> <p><u>Hop, Skip and Jump</u> Jump from one foot and two feet, landing and two feet and one on foot Take off and land safely Walk and run in different ways Change direction when moving Jump as high as possible Jump for distance from a standing position</p> <p><u>Balance and Coordination</u> Balances standing, kneeling, on apparatus and with a partner Move with increasing control and care</p>	<p><u>Games</u> Throw/pass with control to a teammate Catch with two hands whilst on the move Be aware of space and use it to support teammates and cause problems for the opposition Know and use rules fairly Strike a ball with accuracy and control Choose and apply a tactic for defending and attacking Keep possession of a ball</p>	<p><u>Games</u> Throw/pass using different techniques to gain tactical advantage Catch, and bounce, a ball using one and two hands whilst on the move Manipulate space to gain a tactical advantage in a competitive setting Play to agreed rules, explain rules to others, enforce rules whilst refereeing and umpiring Strike a ball using forehand and backhand with racket/bat to gain advantage in a competitive setting Implement tactics and adapt skills depending on what was happening in a game Gain possession by working in a team Use a number of techniques to pass, dribble and shoot umpiring/refereeing Make a team and communicate a plan Lead others in a game situation Field</p>

<p>together Roll, travel, stretch and jump in different ways Move over, under, around and through different equipment</p> <p><u>Dodging and Weaving</u> Move a ball in different directions, including bouncing and kicking Use equipment to control a ball Move safely around a space Travel in different ways including sideways and backwards</p> <p><u>Striking and Fielding</u> Strike a stationary ball with a bat and foot Strike a stationary ball in different directions Stop a moving ball from a stationary position</p> <p><u>Attack and Defend</u> Have an awareness of attacking and defensive spaces whilst playing games Follow simple rules Play a range of chasing games Talk about what they and others have done</p>	<p>Copy, explore, create and link movements and actions to create a sequence Travel in a variety of ways, changing direction and speed. Use simple choreographic devices (unison, cannoning, mirroring) Create a short dance</p> <p><u>Dodging and Weaving</u> Travel with a ball in different ways and directions Use different ways of traveling at different directions, speeds or courses Change direction and speed whilst running Begin to choose and use the best space in a game</p> <p><u>Striking and Fielding</u> Strike a moving ball with a bat or foot Position the body effectively to strike a ball Use striking skills in games Stop a moving ball whilst on the move</p> <p><u>Attack and Defend</u> Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender into an empty/clear space. Follow multiple rules at the same time in one game. Begin to use and understand the terms attacking and defending</p> <p>Compete against self and others Say how they could improve</p>	<p><u>Dance</u> Improvise freely and translate ideas from a stimulus into movement Share and create phrases with a partner and small group Repeat, remember and perform phrases Take the lead when working with a partner or group Use dance to communicate an idea</p> <p><u>Gymnastics</u> Adapt sequences to suit different types of apparatus and criteria Explain how strength and suppleness affect performance Compare and contrast gymnastic sequences Work in a consistent way Include change of speed and direction Include a range of shapes Work with a partner to create, repeat and improve a sequence with at least three phrases and perform</p> <p><u>Athletics</u> Run at fast, medium and slow speeds changing direction and speed Take part in a relay, remembering when to run and what to do Run over a long distance Sprint over a short distance Throw in different ways Hit a target Jump in different ways</p> <p><u>Outdoor and Adventure</u> Follow a map in a familiar context Use clues to follow a route Follow a route safely Follow map in a more demanding physical context Follow a route with in time limit</p>	<p><u>Dance</u> Compose own dances in a creative way Perform to an accompaniment Dance shows clarity, fluency, accuracy and consistency Develop sequences in a specific style Choose my own music and style</p> <p><u>Gymnastics</u> Make complex, extended sequences Combine action, balance and shape whilst using apparatus Perform consistently to different audiences Combine my own work with that of others Sequence to specific timings</p> <p><u>Athletics</u> Be controlled when taking off and landing Throw with accuracy, technique and distance Combine running and jumping Demonstrate stamina</p> <p><u>Outdoor and Adventure</u> Follow a map to an unknown location Use clues and a compass to navigate a route Change route to overcome a problem Use new information to change a route Plan a route and a series of clues for someone else Plan for others taking account of safety and danger</p>
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<p>Outcomes (Based on NC)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</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>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<p>Key Vocabulary</p>		<p>Forwards, backwards ,sideways, roll, body parts, shape, jump, travel, stretch, wide , narrow, travel, stillness, direction, space, levels, speed, canon, improvise, mirroring, motif, travel, unison, roll, throw, catch, underarm, overarm, ball, beanbag, quoit, ready/anticipation, distance, striking, catching, own space, team, passing, controlling, shooting, scoring</p>	<p>Attacker, defender, backward pass, tag/tagging, try, W-grip, non-contact, dribble, obstruction, center pass, cross, officiate, analysis, technique, relay changeover, agility, finishing line, obstacle, explosive power, relay, communication, decision, map, problem, solution, solver, strategy, teamwork, leadership, confidence, apparatus, control, flexibility, landing, perform, sequence. dance, develop, perform, shape, technique, tempo, levels, bounce pass, centre, centre-pass, chest-pass, contact, shoulder-pass, pivot, attack, court, defence, dodge/dodging, dribbling, end line, travelling, ball carrier, cool down, corner flag, corner kick, dribbler, dribbling, foul, free kick, header, score, baseline, deuce, drive, drop-shot, game, lob, net, rally, receiver, serve, server, service box, smash, backstop, bases, batter, bowler, fielders, umpire, bat, batsman, batting, boundary, catch, crease, drive, four</p>	<p>Attacker, defender, backward pass, tag/tagging, try, W-grip, non-contact, offside, dribble, obstruction, center pass, cross, flick, feint dodge, officiate, analysis, technique, relay changeover, agility, finishing line, obstacle, explosive power, relay, consistency, speed endurance, momentum, communication, decision, map, problem, solution, solver, strategy, teamwork, leadership, inclusion, confidence, apparatus, control, flexibility, landing, perform, sequence, fluency, routine, dance, develop, shape, technique, tempo, levels, dynamics, structure, style, bounce, centre, centre-pass, chest-pass, contact, shoulder pass, pivot, goal attack, goal defence, goal keeper, goal shooter, ball carrier, cool down, corner flag, corner kick, dribbler, dribbling, foul, free kick, header, baseline, deuce, drive, drop shot, game, lob, net, rally, reciever, serve, server, service box, smash, all, fault, foot fault, let, backstop, bases, batter, bowler, fielders, umpire, no ball, bat, batsman, batting, boundary, bowled, bowler,</p>

				catch, crease, drive, fielder, four, middle of the bat
Long Term Planning Link				
Enrichment/ Personal Development	After School Club opportunities	After School Club opportunities Entry into school leagues and/or competitions	After School Club opportunities End of half term intra-class tournaments Entry into school leagues and/or competitions	After School club opportunities End of half term intra-class tournaments Entry into school leagues and/or competitions School residentials to Bewerley Park and PGL