



PHYSICAL EDUCATION

Vision & Aims

At Moorthorpe, PE will allow us to keep fit, healthy and to compete, against ourselves and others.

Our PE curriculum aims to ensure that all pupils will:

- feel involved, motivated, engaged, challenged and safe
- progress in technical skills and tactical knowledge across a range of sports
- appreciate the value of exercise in looking after their physical and mental health and wellbeing
- develop a determined attitude, and key interpersonal skills such as leadership, communication and teamwork
- be directed to outside agencies to pursue sporting interests
- have the opportunity to represent the school as part of an organised and competitive team
- feel confident to enjoy competing with their peers, and know how to win and lose with sportsmanship
- challenge themselves to set personal targets and persevere over a period of time to accomplish these
- sustain a lifelong love for sport and physical activity



High-quality provision for all

Thriving children. Engaged parents. Skilled staff. Remarkable outcomes.



PHYSICAL EDUCATION

LONG TERM PLAN

| KSI | Overview | |
|----------|-------------------|-----------------------|
| | Games & Athletics | Indoor & OAA |
| Autumn 1 | Football | Dance |
| Autumn 2 | Hockey | Gymnastics: Floor |
| Spring 1 | Mat Ball | Circuit Training |
| Spring 2 | Rugby | Multiskills |
| Summer 1 | Ball Striking | Gymnastics: Apparatus |
| Summer 2 | Athletics | Bat & Ball Skills |

| LKS2 | Overview | |
|----------|-------------------|--------------------------------|
| | Games & Athletics | Indoor & OAA |
| Autumn 1 | Football | Dance |
| Autumn 2 | Hockey | Gymnastics: Floor |
| Spring 1 | Netball | Circuit Training |
| Spring 2 | Rugby | Volleyball |
| Summer 1 | Golf & Cricket | Gymnastics: Apparatus |
| Summer 2 | Athletics | Outdoor Adventurous Activities |

| UKS2 | Overview | |
|----------|--------------------|-----------------------------------|
| | Games & Athletics | Indoor & OAA (Year 5 Swimming) |
| Autumn 1 | Football | Dance |
| Autumn 2 | Hockey | Gymnastics: Floor |
| Spring 1 | Basketball | Circuit Training |
| Spring 2 | Rugby | Badminton & Tennis |
| Summer 1 | Rounders & Cricket | Gymnastics: Apparatus |
| Summer 2 | Athletics | Outdoor Adventurous Activities |



PHYSICAL EDUCATION

| Year | Games |
|------|---|
| EYFS | <ul style="list-style-type: none"> - Hit, roll, kick, throw and catch balls, including at a target. - Move a ball in different ways. - Follow simple rules. - Talk about what they have done. |
| KSI | <ul style="list-style-type: none"> - Position the body to strike a ball with increasing control. - Throw different types of equipment in different ways. - Bounce and kick a ball whilst moving. - Know how to pass the ball in different ways. - Travel at different speeds following different pathways and directions. - Begin to understand the terms 'attacking' and 'defending'. - Understand the importance of rules in games. - Begin to say how they could improve. |
| LKS2 | <ul style="list-style-type: none"> - Use equipment to demonstrate a range of successful striking skills. - Build a rally with a partner. - Throw and catch in different ways with control and accuracy. - Move with the ball in a variety of ways showing control and fluency when changing direction and speed. - Pass the ball with speed and accuracy in a game situation. - Know how to keep and win back possession in a team game. - Make the best use of space to pass and receive the ball. - Use a range of attacking, defending and fielding tactics in a game. - Apply and follow rules fairly. - Describe how their performance has improved over time. |
| UKS2 | <ul style="list-style-type: none"> - Use good hand-eye coordination to direct a ball when striking it. - Throw and catch successfully when under pressure in games. - Use a range of ball skills, linking together effectively when moving. - Fluently choose and make the best pass in a game situation. - Keep and win back possession in a variety of ways in team games. - Demonstrate a good awareness of space. - Think ahead and create a plan for attack, defence and fielding. - Follow and create complicated rules to play a game successfully. - Choose and use criteria to evaluate their performance and others'. |



PHYSICAL EDUCATION

| Year | Athletics |
|------|---|
| EYFS | <ul style="list-style-type: none">- Run and jump in different ways for a variety of purposes.- Throw an object at a target.- Control their body when performing a sequence of movements.- Talk about what they have done.- Talk about what others have done. |
| KSI | <ul style="list-style-type: none">- Vary the speed and direction in which they are travelling.- Begin to select the most suitable speed for the distance.- Perform and compare different types of jumps.- Combine different jumps together with some fluency and control.- Throw different types of equipment in different ways for accuracy and distance.- Compete against self and others.- Watch and describe performances.- Begin to say how they could improve. |
| LKS2 | <ul style="list-style-type: none">- Focus on leg and arm action to improve sprinting technique.- Vary running speed for longer distance events.- When jumping, use one and two feet to take off and land with.- Land safely and with control.- Develop techniques to throw with control and accuracy for increased distance.- Compete with others and aim to improve their personal best.- Modify use of skills and techniques to achieve a better result.- Describe how their performance has improved over time. |
| UKS2 | <ul style="list-style-type: none">- Recap, practise and refine effective sprinting technique, including reaction time.- Select the most appropriate pace for different distances and different parts of the run.- When jumping, develop and improve techniques for take-off, flight and landing to increase height or distance.- Use a variety of implements to refine technique when throwing for increased distance.- Compete against self and others in a controlled manner.- Explain why they have used particular skills or techniques, and the effect they have had on their performance.- Choose and use criteria to evaluate own and others' performance. |



PHYSICAL EDUCATION

| Year | Dance |
|------|--|
| EYFS | <ul style="list-style-type: none"> - Create a short movement phase which demonstrates their own ideas. - Control their body when performing a sequence of movements. - Talk about what they have done. - Talk about what others have done. |
| KSI | <ul style="list-style-type: none"> - Copy, remember and repeat actions. - Create a short motif with a range of transitions inspired by a stimulus. - Change the speed and level of their actions. - Use simple choreographic devices such as unison, canon and mirroring. - Move in time to music - Talk about the differences between their work and that of others. |
| LKS2 | <ul style="list-style-type: none"> - Identify and repeat the movement patterns and actions of a chosen dance style. - Compose longer dance sequences in a small group. - Begin to vary dynamics and develop actions and motifs in response to a stimuli. - Demonstrate precision, control, rhythm and spatial awareness. - Change parts of a dance as a result of self-evaluation. - Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. - Use simple dance vocabulary when comparing and improving work. |
| UKS2 | <ul style="list-style-type: none"> - Perform with confidence and dramatic expression, using a range of movement patterns. - Demonstrate strong and controlled movements through a dance sequence. - Compose individual, partner and group dances that reflect the chosen style. - Show a change of pace and timing in their movements. - Dance with fluency and control, linking all movements and ensuring that transitions flow. - Modify some elements of a sequence as a result of self and peer evaluation. - Thoroughly evaluate the work of others, suggesting thoughtful and appropriate improvements. - Use complex dance vocabulary to compare and improve work. |



PHYSICAL EDUCATION

| Year | Gymnastics |
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| EYFS | <ul style="list-style-type: none"> - Create a short sequence of movements. - Roll, travel, stretch, jump and balance in different ways. - Move around, under, over, and through different objects and equipment. |
| KSI | <ul style="list-style-type: none"> - Rolls: Log, egg, teddy bear & forward from crouched. - Jumps: Straight, tuck, jumping jack, half-turn & cat spring. - Springboard: Hurdle step onto; straight and tuck jump off. - Handstands, cartwheels & round-offs: Bunny hop, T-lever, scissor kick & wheelbarrow with partner. - Travel and linkages: Tiptoe, step, jump, hop, hopscotch, skip and gallop. - Shapes and balances: Standing, kneeling, large body part, on apparatus, with a partner, pike, tuck, star, straight & straddle. - Perform: Perform sequences of their own composition (applying learned skills) with increasing coordination and control. |
| LKS2 | <ul style="list-style-type: none"> - Rolls: Forward from standing, straddle forward and tucked backward. - Jumps: Star, straddle, pike, cat leap, straight half and full jump. - Vault: Squat and straddle onto vault; star, tuck, straddle and pike off. - Handstands, cartwheels & round-offs: Lunge into handstand and cartwheel. - Travel and linkages: Chassis steps and pivot. - Shapes and balances: Matching and contrasting partner balances (with and against) and 1, 2, 3 & 4 points balances. - Perform: Perform and create sequences (applying learned skills) with fluency, expression, control and accuracy. |
| UKS2 | <ul style="list-style-type: none"> - Rolls: Pike forward and backward roll, dive forward roll & forward roll to standing pike. - Jumps: Stag jump, stag leap and split leap. - Vault: Squat through vault and straddle over vault. - Handstands, cartwheels & round-offs: Lunge into round-off and hurdle steps. - Travel and linkages: Cat leap turns. - Shapes and balances: Part body weight partner balances and group formations - Perform: Link actions to create a complex sequence (applying learned skills) using a full range of movement that showcases different abilities, performed with precision in time to music. |



PHYSICAL EDUCATION

| Year | Outdoor & Adventurous Activities |
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| LKS2 | <p><u>Trails</u></p> <ul style="list-style-type: none"> - Orientate themselves with accuracy around a short trail - Create a short trail for others with a physical challenge. <p><u>Problem solving</u></p> <ul style="list-style-type: none"> - Communicate clearly with other people in a team, and with other teams. - Experience different roles within a team and begin to identify the key skills required for each. - Associate the meaning of a key in the context of the environment. - Begin to use a map to complete an orienteering course. <p><u>Preparation & organisation</u></p> <ul style="list-style-type: none"> - Try a range of equipment for creating and completing an activity. - Make an informed decision on the best equipment to use for an activity. <p><u>Compete</u></p> <ul style="list-style-type: none"> - Complete an orienteering course more than once and begin to identify ways of improving completion time. - Start to improve trails to increase the challenge of the course. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - Offer an evaluation of both personal performance and activities. |
| UKS2 | <p><u>Trails</u></p> <ul style="list-style-type: none"> - Orientate themselves around a course with confidence and accuracy when under pressure. - Design an orienteering course that is clear to follow and offers a challenge for others. <p><u>Problem solving</u></p> <ul style="list-style-type: none"> - Use clear communication to effectively complete particular roles in a team, showing leadership skills when working under pressure. - Compete in orienteering activities independently and as part of a team. - Use a range of map styles and make an informed decision on the most effective. - Use a compass for navigation. <p><u>Preparation & organisation</u></p> <ul style="list-style-type: none"> - Choose the best equipment for an outdoor activity. - Identify the quickest route to accurately navigate an orienteering course. <p><u>Compete</u></p> <ul style="list-style-type: none"> - Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. - Listen to feedback and improve an orienteering course from it. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> - Offer a detailed evaluation to improve challenge and performance. |