



Corporation Road Community Primary School

Physical Education LTP

PE Unit Plan							
Vision: At Corporation Road Community Primary School, we believe that physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and tools to make informed choices about healthy living and well-being. Our PE curriculum aims to provide opportunities for pupils to increase self-confidence through being able to manage themselves successfully in a variety of situations. Children will have the opportunity to participate in a wide range of sports and physical activities, carried out in a safe and supportive environment. Effort and hard-work, as well as success, is celebrated and enjoyment and working cooperatively is promoted.							
Domains of Knowledge		Key Concepts			End Points		
Team Games		Co-operation, rules, tactics, communication & spatial awareness			Our children understand that regular exercise contributes to leading a healthy lifestyle. They understand that regular exercise can not only impact the healthiness of our bodies but also our minds.		
Sending and Striking		Co-operation, rules, tactics, communication, co-ordination, safety & spatial awareness					
Athletics		Rules, safety, spatial awareness, co-ordination, balance, agility, control, movement, speed, technique, evaluation & performance					
Gymnastics		Safety, co-ordination, balance, control, movement, technique, spatial awareness, performance & evaluation.			Our children participate non-competitively as well as competitively in a variety of sports, showing an awareness of the rules.		
					Our children can evaluate their own and the performances of others.		
					Our children are performing PE skills with fluency and are able to transfer these across different sports and draw upon them when participating in other sporting opportunities.		
Autumn 1	Domain: Gymnastics, sending & striking, team games, athletics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Concepts: Safety, co-ordination, balance, control, movement, technique, spatial awareness, performance, evaluation, co-operation, rules, tactics, communication, agility & speed	Basic Skills/Multi-skills (jumping, balancing, awareness of space & running)	Gymnastics (Using apparatus)	Football (Attacking & Defending)	Basketball/Team Games	Basketball/Indoor Athletics (Sportshall) (Alternating weekly)	Swimming
		Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles <u>Run a short distance with some control. Jump with both feet from standing.</u> Throw a projectile in a given direction.	Balance and move over, under and through apparatus, creating a variety of shapes with the body and distinguishing a well-performed move. <u>Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE and talk about how they could achieve it.</u>	Keep control of ball-based equipment, working effectively as part of a team. Choose tactics/a suitable strategy to cause problems for the opposition.	Throw, catch, strike and field a ball with control and accuracy. Follow rules to play more challenging team games. Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.	Use different techniques and skills to pass, dribble, travel and shoot in ball games. Mark an opposing player or players, preventing them from gaining possession. Explain how power and stamina is developed and how this improves performance.	Swim over 100 metres, using three strokes, at a sustainable pace, being able to perform a wide range of survival techniques.

Autumn 2	Domain: Gymnastics, team games, athletics	Year 1	Year 2	Year 3	Year 4	Year 5	
	Key Concepts: Safety, co-ordination, balance, control, movement, technique, spatial awareness, performance, evaluation, rules, agility, speed, technique, co-operation, tactics & communication	Gymnastics (Floor based and beginning to use apparatus)	Team Games	Gymnastics	Quadkids (Athletics)	Gymnastics	
		Show control and coordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words (e.g. roll, travel and balance) Perform simple movement or dance work, sometimes with a partner, identifying a simple goal in PE.	Pass a ball, bean bag or tag in a team game, working collaboratively.	Vary height and speed in a sequence of gymnastic movements. Create/perform a sequence of movements, showing good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.	Run with pace over longer distances and for more extended periods, identifying the difference between this and sprinting.	Create and perform more complex sequences, including change of direction, travelling, speed and height, showing good stability and core strength. Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.	
Spring 1	Domain: Sending & striking, athletics, gymnastics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Concepts: Co-operation, rules, tactics, communication, co-ordination, safety, spatial awareness, balance, agility, control, movement, speed, technique, evaluation & performance	Basic Skills/Multi-skills (target, throwing, catching, striking, kicking)	Football (Attacking & Defending)	Quadkids (Athletics)	Gymnastics	Swimming	Athletics/Gymnastics (Alternate weekly)
		Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles Run a short distance with some control. Jump with both feet from standing. <u>Throw a projectile in a given direction.</u>	Stop or catch a projectile, such as a bean bag or ball and hit with a bat or racket. Use a range of simple tactics to aid attacking/defending.	Demonstrate a range of throwing techniques, using accuracy and power and perform a range of jumps, sometimes with run ups.	Combine movements, actions and balances, individually or collaboratively, to create a fluid routine. Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.	Swim between 50 and 100 metres, using three strokes, sustaining swimming over an extended time. Show a problem solving approach to survival.	Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve their performance. Combine and perform gymnastic actions, using the whole body, adapting movements and balances to a routine so that they fit into a sequence. Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best.
Spring 2	Domain: Sending & striking, athletics, team games	Year 1	Year 2		Year 4		Year 6
	Key Concepts: Co-operation, rules, tactics, communication,	Tennis (Basic co-ordination skills)	Basketball		Cricket		Cricket/Team Games

	co-ordination, safety, spatial awareness, balance, agility, control, movement, speed, technique, evaluation & performance	Pat, throw, kick, stop and sometimes catch a ball	Stop or catch a projectile, such as a bean bag or ball and hit with a bat or racket. Use a range of simple tactics to aid attacking/defending.		Throw, catch, strike and field a ball with control and accuracy. Work effectively, as part of a team, choosing an appropriate strategy or tactic to cause problems for the opposition.		Select and perform combinations of sending and striking skills with confidence, accuracy and consistency. Use and adapt tactics, choosing the most effective one for different situations. Apply tactical knowledge effectively in attacking and defending situations.
Summer 1	Domain: team games, athletics, sending & striking	Year 1	Year 2	Year 3			
	Key Concepts: Co-operation, rules, tactics, communication, co-ordination, safety, spatial awareness, balance, agility, control, movement, speed, technique, evaluation & performance	Team Games (including 2 sessions practising for sports day)	Athletics (Quadkids)	Cricket			
		Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles	Run a short distance with co-ordination and speed. Throw a projectile overarm. Jump from one foot, landing on the opposite or both feet.	Keep control of ball-based equipment, working effectively as part of a team.			
Summer 2	Domain: Sending & striking, team games	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Key Concepts: Co-operation, rules, tactics, communication, spatial awareness, co-ordination & safety	Football (Basic ball control & striking)	Tennis	Basketball & Team Games	Tennis	Cricket/Team Games	Swimming
		Pat, throw, kick, stop and sometimes catch a ball Accurately shadow a partner's movements	Stop or catch a projectile, such as a bean bag or ball and hit with a bat or racket.	Keep control of ball-based equipment, working effectively as part of a team. Choose tactics/a suitable strategy to cause problems for the opposition. Create their own games, adapting rules and displaying knowledge of warm up and cool down.	Throw, catch, strike and field a ball with control and accuracy.	Use different techniques and skills to pass, dribble, travel and shoot in ball games. Explain, evaluate and develop ideas and plans for a game that includes a scoring system.	Swim over 100 metres, using three strokes, at a sustainable pace, being able to perform a wide range of survival techniques.

Additional sporting opportunities such as clubs or external coaches provide our children with opportunities to learn and develop the following skills. These opportunities are organised annually.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dance & Performance	<p>Create simple movement patterns, showing awareness of rhythm.</p> <p>Perform simple movement or dance work, sometimes with a partner, identifying a simple goal in PE.</p>	<p>Perform movements to express ideas, emotions or feelings and repeat dance phrases.</p> <p>Perform a simple dance or movement sequence to a small group, expressing ideas, emotions or feelings. Identify a simple goal in PE and talk about how they could achieve it.</p>	<p>Compare, develop and adapt movements and motifs to create movement patterns.</p> <p>Create/perform a sequence of movements, showing good balance/body tone. Recognise their strengths in PE, identifying areas for improvement.</p>	<p>Improvise and move with precision, control and fluency in response to a range of stimuli.</p> <p>Create/perform fluently a sequence of movements, showing good balance/body tone and practise to improve. Use constructive feedback to make improvements to their performance.</p>	<p>Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group</p> <p>Perform individually or with a partner/as a group with increasing confidence and accuracy, using the whole body across different levels/spaces, to a range of audiences. Compare performances with previous ones.</p>	<p>Move in time to music, creating movements that express the meaning and mood of the piece.</p> <p>Perform sequences, on multiple levels to an audience with control and grace, using available space expressively. Explain how they need to improve their own performance in order to achieve their personal best.</p>
Outdoor/Adventurous	<p>Follow a simple route around the school grounds or a given outdoor space.</p>	<p>Move over, under and through spaces and obstacles outdoors.</p>	<p>Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance</p>	<p>Respond positively to increased challenges and other team members, showing ability to listen to feedback.</p>	<p>Plan routes and orientate maps, responding positively to increasing challenges, listening to feedback and evaluating their role.</p>	<p>Lead groups in problem solving, analysing their own effectiveness as a team leader.</p>

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