



# Edmondsley Primary School

## PE

### Continuous Provision

- Sporting events and festivals organised and run by the Schools Sports Partnership for all children, Reception to Year 6. Offered over the course of the year, 3 x events for pupils year 1-6.
- Get fit through Games and Fitness first clubs delivered by specialist in health and fitness after school.
- School Sports Organising Crew develop leadership skills throughout the year.
- Tag Rugby team compete in Parkview league yearly.
- Football team compete in Cestria cup and Chest Le Street tournaments regularly.
- Weekly swimming lessons for Year 4/5 class to Freeman’s Quay.
- Weekly sporting award in celebration assembly to recognise teamwork/sportsmanship
- Active Ted is sent home with KS1 children and returned the next week with pictures/writing of how that child has kept fit and active over the weekend.
- OPAL – Outdoor Play and Learning embedded into school practice.

**Purple Text = Links to our school/Relevance to our pupils upskilling**     **Enrichment**     **School Sports Partnership**

Year 1						
	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Balance Bikes</b> Life Skills Delivered by School Sports Partnership.</p> <ul style="list-style-type: none"> <li>• Perform <b>Games (partner and small group)</b></li> <li>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</li> <li>• Work co-operatively in teams</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump</li> <li>• Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</li> <li>• Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</li> <li>• Dynamics (HOW) – slowly, quickly, with appropriate expression</li> </ul> <p><b>IRISH DANCING TASTER SESSION – Enrichment.</b></p>	<p><b>Games (inventing games)</b></p> <ul style="list-style-type: none"> <li>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</li> <li>• Work co-operatively in teams</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Copy some moves</li> <li>• Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump</li> <li>• Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others</li> <li>• (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</li> <li>• Dynamics (HOW) – slowly, quickly, with appropriate expression</li> </ul>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</li> <li>• Work co-operatively in teams</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Begin to travel on hands and feet (hands flat on floor and fully extend arms)</li> <li>• Monkey walk (bent legs and extended arms)</li> <li>• Caterpillar walk (hips raised so legs as well as arms can be fully extended.</li> <li>• Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet</li> <li>• Bunny hop (transfer weight)</li> </ul>	<p><b>Outdoor AA</b></p> <ul style="list-style-type: none"> <li>• Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</li> <li>• Use simple maps and diagrams to follow a trail</li> <li>• Begin to work co-operatively with others</li> <li>• Plan and share ideas</li> </ul> <p><b>Games (large group games)</b></p> <ul style="list-style-type: none"> <li>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</li> <li>• Work co-operatively in teams</li> </ul>	<p><b>Dance Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</b></p> <ul style="list-style-type: none"> <li>• Move spontaneously show/ control and co-ordination</li> <li>• Move with confidence when walking, hopping, jumping, landing</li> <li>• Move with rhythm in the above actions</li> <li>• Demonstrate good balance</li> <li>• Move in time with music</li> <li>• Co-ordinate arm and leg actions</li> </ul> <p>Interact with a partner</p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Throw into targets</li> <li>• Perform a range of throwing actions e.g. rolling, underarm, overarm</li> <li>• Describe different ways of throwing</li> <li>• Explain what is successful or how to improve</li> </ul>





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<p><b>Links to our school/ Relevance to our pupils</b></p>	<p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Communication and expression</b> Working alongside others, conveying emotions and responses to music creatively.</p>	<p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Zambia Run</b> Whole school event – performing collaboratively with local community. Empathy for others, raising money for charity</p> <p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Forest Schools</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Resilience/Mental Wellbeing</b> Developing coping strategies to deal with everyday life in Modern Britain. Working together to overcome difficulties.</p>	<p><b>KS1 Sports Day</b> Supporting and encouraging one another</p> <p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>
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# Edmondsley Primary School



## Year 2

	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Games</b> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). Work co-operatively in teams.</p> <p><b>Fitness and Health</b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</p>	<p><b>Gymnastics</b> Stand and sit “like a gymnast”. Explore the 5 basic shapes: straight/tucked/ star/straddle/pike. Balance in these shapes on large body parts: back, front, side, bottom. Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. Continue to develop control in different rolls – pencil, egg, forward and dish. Continue to develop ways of travelling including jumping in a variety of ways.</p> <p><b>Fitness and Health</b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</p> <p><b>IRISH DANCING TASTER SESSION</b> – Enrichment.</p>	<p><b>Gymnastics</b> Stand and sit “like a gymnast”. Explore the 5 basic shapes: straight/tucked/ star/straddle/pike. Balance in these shapes on large body parts: back, front, side, bottom.</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively). Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. Continue to develop control in different rolls – pencil, egg, forward and dish. Continue to develop ways of travelling including jumping in a variety of ways.</p>	<p><b>Dance</b> (Linked to Superheroes) Copy some moves. Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression. Use own ideas to sequence dance. Sequence and remember a short dance. Respond to own work and that of others when exploring ideas, feelings and preferences.</p> <p><b>Games</b> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching). Work co-operatively in teams.</p>	<p><b>Outdoor Education</b> Discuss how to follow trails and solve problems. Select appropriate equipment for the task. Begin to work co-operatively with others. Plan and share ideas. Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom. Use simple maps and diagrams to follow a trail.</p> <p>Relax kids – link to school driver – well-being</p>	<p><b>Athletics</b> Run for 1 minute. Show differences in running at speed and jogging. Use different techniques to meet challenges. Describe different ways of running. Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot). Perform combinations of the above. Show control at take-off and landing. Describe different ways of jumping. Explain what is successful or how to improve. Throw into targets. Perform a range of throwing actions e.g. rolling, underarm, overarm. Describe different ways of throwing. Explain what is successful or how to improve.</p> <p><b>Dance</b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP</p> <p>Half Day scooter and skate</p> <p><b>FOREST SCHOOL</b> – link to school driver well-being and outdoor environment</p>
<b>Links to our school/ Relevance to our pupils</b>	<p>Teamwork/ Communication Working collaboratively with others, developing language/social skills. Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term. Resilience/Mental Wellbeing Developing coping strategies to deal with everyday life in Modern Britain</p>	<p>Zambia Run Whole school event – performing collaboratively with local community.</p> <p>Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p> <p>Communication Working with others to solve problem/overcome difficulties.</p>	<p>KS1 Sports Day</p> <p>Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>





# Edmondsley Primary School



## Year 3/4 (Cycle 1)

	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</li> <li>Work well as a team in competitive games</li> <li>Apply basic principles of attacking and defending</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</li> <li>Demonstrate dynamic qualities – speed, energy and continuity</li> <li>Demonstrate use of space – levels, directions, pathways and body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Use a variety of rolling actions to travel on the floor and along apparatus</li> <li>Travel with a partner; move away from and together on the floor and on apparatus</li> <li>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</li> <li>Add a quarter or half turn into a jump before landing</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fair play (respect team -mates and opponents)</li> <li>Work well as a team in competitive games</li> <li>Apply basic principles of attacking and defending</li> </ul>	<p><b>Outdoor and adventure activities</b></p> <ul style="list-style-type: none"> <li>Orientate simple maps and plans</li> <li>Mark control points in correct position on map or plan</li> <li>Find way back to a base point</li> <li>Co-operate and share roles within a group</li> <li>Listen to each other's ideas when planning a task and adapt</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Create dance phrases/dances to communicate an idea</li> <li>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</li> <li>Link phrases to music</li> <li>Perform dance to an audience showing confidence</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run smoothly at different speeds</li> <li>Watch and describe specific aspects of running</li> <li>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</li> <li>Choose different styles of jumping</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fair play (respect team -mates and opponents)</li> <li>Apply basic principles of attacking and defending</li> <li>Work well as a team in competitive games</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Pace and sustain their effort over longer distances</li> <li>Choose different styles of running of different distances</li> <li>Throw with greater control</li> <li>Consistently hit a target with a range of implements</li> <li>Explore different styles of throwing, e.g. pulling, pushing and slinging</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> <li>Apply basic principles of attacking and defending</li> <li>Work well as a team in competitive games</li> </ul> <p>Relax kids – link to school driver – well-being</p>
<b>Links to our school/ Relevance to our pupils</b>	<p>Forest School - teamwork/ Communication</p> <p>Working collaboratively with others, developing language/social skills.</p> <p>Wellbeing/Healthy Lifestyle</p> <p>Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Communication and expression</p> <p>Working alongside others, conveying emotions and responses to music creatively.</p>	<p>Teamwork/ Communication</p> <p>Working collaboratively with others, developing language/social skills.</p> <p>Wellbeing/Healthy Lifestyle</p> <p>Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Zambia Run</p> <p>Whole school event – performing collaboratively with local community.</p> <p>Empathy for others, raising money for charity</p> <p>Teamwork/ Communication</p> <p>Working collaboratively with others, developing language/social skills.</p> <p>Wellbeing/Healthy Lifestyle</p> <p>Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Resilience/Mental Wellbeing</p> <p>Developing coping strategies to deal with everyday life in Modern Britain. Working together to overcome difficulties.</p>	<p>KS2 Sports Day</p> <p>Supporting and encouraging one another</p> <p>Teamwork/ Communication</p> <p>Working collaboratively with others, developing language/social skills.</p> <p>Wellbeing/Healthy Lifestyle</p> <p>Recognising how exercise has a positive effect on the body – long term and short term.</p> <p>Working collaboratively to put on a school play</p> <p>Teamwork, communication, well-being (self-confidence), resilience (keep practising), mental health</p>





# Edmondsley Primary School



## Year 4/5 (Cycle 1)

	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and show improvement to achieve personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Cricket-Games</b></p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Outdoor Adventure Activities</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul>
<b>Links to our school/ Relevance to our pupils</b>	<p>Swimming Life skills Teamwork/ Communication Working collaboratively with others, developing language/social skills through sport.</p>	<p>Swimming Life skills Teamwork/ Resilience Working collaboratively with others, developing language/social skills through sport</p>	<p>Swimming Life skills Communication and expression Working alongside others, conveying emotions and response to own and others' gymnastic work</p>	<p>Zambia Run Supporting charities/understanding the lives of others in the third world. Outdoor learning Supporting our Learning Outside the Classroom focus.</p>	<p>Swimming Life skills Teamwork/ Communication Working collaboratively with others, developing language/social skills through sport.</p>	<p>KS2 Sports Day Fostering teamwork and resilience  Personal best Going for goals and fostering a sense of achievement.</p>





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## Year 5/6 (Cycle 1)

	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Basketball</b></p> <p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate], and apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Develop movement using;</li> <li>Actions (WHAT); travel, turn, gesture, jump, stillness</li> <li>Space (WHERE); formation, direction, level, pathways</li> <li>Relationships (WHO); solo/duo/trio, unison/canon/contrast</li> <li>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</li> </ul> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>Create a sequence of up to 8 elements: a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring</li> <li>Perform balances with control, showing good body tension</li> </ul>	<p>Gymnastics- travel, jump, roll</p> <ul style="list-style-type: none"> <li>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> <li>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>Increase the variety of pathways, levels and speeds at which you travel</li> </ul> <p>Football</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate], and apply basic principles suitable for attacking and defending</li> <li>Use tactics when attacking or defending</li> <li>Apply rules of fair play to competitive games</li> </ul>	<p>Outdoor and adventure activities</p> <ul style="list-style-type: none"> <li>Plan and share roles within the group based on each other's strengths</li> <li>Understand individuals' roles and responsibilities</li> <li>Adapt roles or ideas if they are not working</li> <li>Recognise and talk about the dangers of tasks</li> <li>Recognise how to keep themselves and others safe</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>Develop movement using;</li> <li>Actions (WHAT); travel, turn, gesture, jump, stillness</li> <li>Space (WHERE); formation, direction, level, pathways</li> <li>Relationships (WHO); solo/duo/trio, unison/canon/contrast</li> <li>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</li> </ul>	<p>Games Netball</p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in</li> <li>Use tactics when attacking or defending</li> </ul>	<p>Cricket-Games</p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</li> </ul> <p>Athletics – running and throwing</p> <ul style="list-style-type: none"> <li>Sustain pace over longer distance – 2 minutes</li> <li>Perform relay change-overs</li> <li>Identify the main strengths of a performance of self and others</li> <li>Identify parts of the performance that need to be improved</li> <li>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discuss</li> </ul>





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<p><b>Links to our school/ Relevance to our pupils</b></p>	<p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p> <p><b>KS2 buddy training</b> Working collaboratively with others, developing language/social skills.</p>	<p><b>Communication and expression</b> Working alongside others, conveying emotions and responses to music creatively.</p>	<p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Zambia Run</b> Whole school event – performing collaboratively with local community. Empathy for others, raising money for charity</p> <p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Forest Schools</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Resilience/Mental Wellbeing</b> Developing coping strategies to deal with everyday life in Modern Britain. Working together to overcome difficulties.</p>	<p><b>KS2 Sports Day</b> Supporting and encouraging one another</p> <p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p> <p><b>Working collaboratively to put on a school play</b> Teamwork, communication, well-being (self-confidence), resilience (keep practising), mental health</p>
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# Edmondsley Primary School



## Year 3/4 (Cycle 2)

	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Net and Wall Basketball</b></p> <ul style="list-style-type: none"> <li>Practise skills in isolation and combination (e.g. throwing and catching with greater accuracy)</li> <li>Work well as a team in competitive games</li> <li>Apply basic principles of attacking and defending</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>Work with a partner to create a sequence. From starting shape move together by e.g. travelling on hands and feet, rolling, jumping. Then move apart to finish</li> </ul> <p><b>Balance Bikes</b> <b>Durham County Council</b></p>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</li> <li>Demonstrate dynamic qualities – speed, energy and continuity</li> <li>Demonstrate use of space – levels, directions, pathways and body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</li> </ul> <p><b>IRISH DANCING TASTER SESSION – Enrichment.</b></p> <p><b>Intra School competition develop competition and leadership within cohort.</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Use a variety of rolling actions to travel on the floor and along apparatus</li> <li>Travel with a partner; move away from and together on the floor and on apparatus</li> <li>Travel at different speeds e.g. move slowly into a balance, travel quickly before jumping</li> <li>Add a quarter or half turn into a jump before landing</li> </ul> <p><b>Invasion games Football</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fair play (respect team -mates and opponents)</li> <li>Work well as a team in competitive games</li> <li>Apply basic principles of attacking and defending</li> </ul>	<p><b>Outdoor and adventure activities</b></p> <ul style="list-style-type: none"> <li>Orienteer simple maps and plans</li> <li>Mark control points in correct position on map or plan</li> <li>Find way back to a base point</li> <li>Co-operate and share roles within a group</li> <li>Listen to each other's ideas when planning a task and adapt</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Create dance phrases/dances to communicate an idea</li> <li>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</li> <li>Link phrases to music</li> </ul> <p><b>Intra School competition develop competition and leadership within cohort.</b></p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Run smoothly at different speeds</li> <li>Watch and describe specific aspects of running</li> <li>Perform combinations of jumps e.g. hop, step, jump showing control and consistency</li> <li>Choose different styles of jumping</li> </ul> <p><b>Net and Wall Hockey</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of fair play (respect team -mates and opponents)</li> <li>Apply basic principles of attacking and defending</li> <li>Work well as a team in competitive games</li> </ul> <p><b>Intra School competition develop competition and leadership within cohort.</b></p>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Pace and sustain their effort over longer distances</li> <li>Choose different styles of running of different distances</li> <li>Throw with greater control</li> <li>Consistently hit a target with a range of implements</li> <li>Explore different styles of throwing, e.g. pulling, pushing and slinging</li> </ul> <p><b>Invasion Games Cricket</b></p> <ul style="list-style-type: none"> <li>compare their performance with previous ones and demonstrate improvement to achieve their personal best</li> <li>Apply basic principles of attacking and defending</li> <li>Work well as a team in competitive games</li> </ul> <p><b>Relax kids – link to school driver – well-being</b></p>
<b>Links to our school/ Relevance to our pupils</b>	<p>Forest School - teamwork/ Communication Working collaboratively with others, developing language/social skills. Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Communication and expression Working alongside others, conveying emotions and responses to music creatively.</p>	<p>Teamwork/ Communication Working collaboratively with others, developing language/social skills. Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Zambia Run Whole school event – performing collaboratively with local community. Empathy for others, raising money for charity</p> <p>Teamwork/ Communication Working collaboratively with others, developing language/social skills. Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p>Resilience/Mental Wellbeing Developing coping strategies to deal with everyday life in Modern Britain. Working together to overcome difficulties.</p>	<p>KS2 Sports Day Supporting and encouraging one another Teamwork/ Communication Working collaboratively with others, developing language/social skills. Wellbeing/Healthy Lifestyle Recognising how exercise has a positive effect on the body – long term and short term.</p> <p>Working collaboratively to put on a school play Teamwork, communication, well-being (self-confidence), resilience (keep practising), mental health</p>







# Edmondsley Primary School



## Year 4/5 (Cycle 2)

	Autumn		Spring		Summer	
<b>Objectives</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Balance Bikes – Durham County Council</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Net and Wall Badminton</b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and show improvement to achieve personal best</li> </ul> <p><b>IRISH DANCING TASTER SESSION – Enrichment.</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Outdoor Adventure Activities</b></p> <ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Invasion Games – Football</b> Delivered by Durham Football association – Coaching opportunity provided.</p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Dance</b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP</p> <p><b>Relax kids – link to school driver – well-being</b></p>
<b>Links to our school/ Relevance to our pupils</b>	<p>Swimming Life skills Teamwork/ Communication Working collaboratively with others, developing language/social skills through sport.</p>	<p>Swimming Life skills Teamwork/ Resilience Working collaboratively with others, developing language/social skills through sport</p>	<p>Swimming Life skills Communication and expression Working alongside others, conveying emotions and response to own and others' gymnastic work</p>	<p>Zambia Run Supporting charities/understanding the lives of others in the third world. Outdoor learning Supporting our Learning Outside the Classroom focus.</p>	<p>Swimming Life skills Teamwork/ Communication Working collaboratively with others, developing language/social skills through sport.</p>	<p>KS2 Sports Day Fostering teamwork and resilience</p> <p>Personal best Going for goals and fostering a sense of achievement.</p>





# Edmondsley Primary School



## Year 5/6 (Cycle 2)

	Autumn	Spring	Summer			
Objectives	<p><b><u>Invasion games – Ball skills</u></b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate], and apply basic principles suitable for attacking and defending</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b><u>Fitness and Health</u></b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</p> <p><b><u>Balance Bikes</u></b> – Durham County Council</p> <p><b><u>FOREST SCHOOL</u></b> – link to school driver well-being and outdoor environment</p>	<p><b><u>Net and wall – Badminton</u></b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and show improvement to achieve personal best</li> </ul> <p><b><u>Fitness and Health</u></b> Delivered by School Sports Partnership – Coaching opportunity provided for by SSP.</p> <p><b><u>IRISH DANCING TASTER SESSION</u></b> – Enrichment.</p>	<p><b><u>Gymnastics-travel, jump, roll</u></b></p> <ul style="list-style-type: none"> <li>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> <li>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>Increase the variety of pathways, levels and speeds at which you travel</li> </ul> <p><b><u>Invasion Games</u></b></p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate], and apply basic principles suitable for attacking and defending</li> <li>Use tactics when attacking or defending</li> <li>Apply rules of fair play to competitive games</li> </ul>	<p><b><u>Outdoor and adventure activities</u></b></p> <ul style="list-style-type: none"> <li>Plan and share roles within the group based on each other's strengths</li> <li>Understand individuals' roles and responsibilities</li> <li>Adapt roles or ideas if they are not working</li> <li>Recognise and talk about the dangers of tasks</li> <li>Recognise how to keep themselves and others safe</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>Develop movement using;</li> <li>Actions (WHAT); travel, turn, gesture, jump, stillness</li> <li>Space (WHERE); formation, direction, level, pathways</li> <li>Relationships (WHO); solo/duo/trio, unison/canon/contrast</li> <li>Dynamics (HOW) explore speed, energy</li> </ul>	<p><b><u>Invasion Games – Football</u></b> Delivered by Durham Football association – Coaching opportunity provided.</p> <ul style="list-style-type: none"> <li>play competitive games.</li> <li>apply basic principles suitable for attacking and defending</li> <li>compare their performances with previous ones and demonstrate improvement to achieve personal best.</li> </ul> <p><b><u>Relax kids</u></b> – link to school driver – well-being</p>	<p><b><u>Invasion Games</u></b></p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</li> </ul> <p><b><u>Athletics – running and throwing</u></b></p> <ul style="list-style-type: none"> <li>Sustain pace over longer distance – 2 minutes</li> <li>Perform relay change-overs</li> <li>Identify the main strengths of a performance of self and others</li> <li>Identify parts of the performance that need to be improved</li> <li>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discuss</li> </ul>





# Edmondsley Primary School

<p><b>Links to our school/ Relevance to our pupils</b></p>	<p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p> <p><b>KS2 buddy training</b> Working collaboratively with others, developing language/social skills.</p>	<p><b>Communication and expression</b> Working alongside others, conveying emotions and responses to music creatively.</p>	<p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Zambia Run</b> Whole school event – performing collaboratively with local community. Empathy for others, raising money for charity</p> <p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p>	<p><b>Forest Schools</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Resilience/Mental Wellbeing</b> Developing coping strategies to deal with everyday life in Modern Britain. Working together to overcome difficulties.</p>	<p><b>KS2 Sports Day</b> Supporting and encouraging one another</p> <p><b>Teamwork/ Communication</b> Working collaboratively with others, developing language/social skills.</p> <p><b>Wellbeing/Healthy Lifestyle</b> Recognising how exercise has a positive effect on the body – long term and short term.</p> <p><b>Working collaboratively to put on a school play</b> Teamwork, communication, well-being (self-confidence), resilience (keep practising), mental health</p>
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\*PE CURRICULUM SUBJECT TO CHANGE DEPENDENT ON SPECIALIST SUPPORT/ENHANCED SPORTING PROVISION BEING OFFERED THROUGHOUT THE ACEDMIC YEAR.

