



Darley Churchtown CE Primary School – Curriculum for PE

Long term plan showing coverage of National Curriculum objectives (two-year curriculum cycle due to mixed age classes) Using PE Hub

Year A	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Class 1	Gymnastics		Dance		Attack, defend, shoot		Send and return		Run Jump Throw		OAA	
Class 2	Swimming	Handball	Swimming	Gymnastics	Swimming	Dance	Swimming	Tennis	Swimming	Athletics	Swimming	Rounders
Class 3	Swimming	Handball	Swimming	Gymnastics	Swimming	Dance	Swimming	Tennis	Swimming	Athletics	Swimming	Rounders

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Medium term plan showing objectives taught in each year group

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Use simple gymnastic actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.	Respond to a range of stimuli and types of music. Explore space, direction, levels and speed. Experiment creating actions and performing movements with different body parts.	To practise basic movements including running, jumping, throwing and catching. To begin to engage in competitive activities. Experience opportunities to improve agility, balance and coordination.	Able to send an object with increased confidence using hand or bat. Move toward a moving ball to return it. Sending and returning a variety of balls.	Begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. Develop throwing techniques to send objects over long distances.	Using thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.
Class 2	Able to show basic passing and catching skills. Learn basic defensive techniques. To implement the rules of handball.	Modify actions independently using different pathways, directions and shapes. Consolidate and improve the quality of movements and gymnastic actions.	Practise different sections of dance aiming to put together a performance. Perform using facial expressions. Perform with a prop.	To identify and describe some rules of tennis. To serve to begin a game. To explore forehand hitting.	Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance.	To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills.



		Relate strength and flexibility to the actions of movements that they're performing. to use basic compositional ideas to improve sequence work – unison.			Throw with speed and power and apply appropriate force.	
Class 3	To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal. To begin to play effectively in different positions on the pitch in both attack and defence. To increase power and strength of passes, moving the ball over longer distances.	Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement.	Perform different styles of dance fluently and clearly. Refine and improve dancers adapting them to include the use of space and rhythm and expression. Work collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvements.	Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.	Sustained pace over short and longer distances such as running 100 metres and running for two minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy	Linked together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in the game. Recognise how some aspects of fitness supplies around us, e.g. power, flexibility and cardiovascular endurance



	To use a wide range of handball rules consistently.	Select a component for improvement. For example – timing or flow				
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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Describe and explain how performers can transition and link gymnastic elements. Perform with control and consistency basic actions at different speeds and on different levels. Challenge themselves to develop strength and flexibility. Create and perform a simple sequence that is judged using simple gymnastics scoring	Describe and explain how performers can transition and link shapes and balances. Perform basic actions with control consistency at different speeds and on different levels. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform a short movement sequence to music.	Can send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g dribbling and passing	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return it. Sending and returning a variety of balls.	Develop power, agility, coordination and balance over a variety of activities. Can throw and handle a variety of objects including quoits, bean bags, balls, hoops can negotiate obstacles showing increased control of body and limbs.	Use searching skills to find given items from clues and pictures. Work as a pair to navigate space. Use and explore unusual equipment to develop coordination, problem solving and motor skills.



Class 2	Develop three-step rule incorporating bounce. Defend and stop attacks by blocking and intercepting. Pass and move with the ball to set up attacks. Demonstrate and implement the rules of handball.	To become increasingly competent and confidence to perform skills more consistently. Able to perform in time with a partner and group. Use compositional ideas in sequences such as changes in height, speed and direction.	Worked to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position	Explore different shots (forehand, backhand). Work to return the serve. Demonstrate different court positions in gameplay.	Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	To develop the range of rounder skills that can apply in competitive context. Choose and use a range of simple tactics in isolation and in game context. Identify different positions in rounders and the roles of those positions.
Class 3	Work as a team to improve group tactics and gameplay. Play within the rules using screening to breakdown offensive play. Develop defensive skills.	Lead group warm up showing understanding the need for strength and flexibility. Demonstrate accuracy, consistency and clarity of movement. Work independently and in small groups to	Work collaboratively to include more complex compositional Ideas. Develop motifs and incorporate into self-composed dances as individuals, pairs and groups. book about different styles of	Develop a backhand shots. Introduce the lob. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.	Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing running and jumping activities. Work in collaboration and	Apply round his rules consistently in conditioned games. Play small sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.



		make up own sequences. Arrange own apparatus to enhance work and very compositional ideas. Experienced flight on and off high apparatus.	dance with understanding, using appropriate language and terminology.		demonstrate improvements when working with self and others. Accurately and confidently record results across a variety of activities.	
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