

# **Peover Superior Primary School**

*Care, Aspire, Believe*



## **Physical Education (P.E)**

### **Intent:**

From Reception to Year 6, we aim to deliver high quality Physical Education (P.E) learning opportunities which promote children's enjoyment and lifelong love of physical activity. We prioritise developing pupils' fundamental movement skills from the beginning of their time at Peover Superior Primary School, as well as ensuring that they have a healthy, active lifestyle which is supported by maintaining and improving their fitness levels. We believe that physical activity is integral for children's emotional and mental wellbeing so we ensure children have regular physical activity through two P.E sessions each week, offering a wide range of extra-curricular sporting activities and incorporating opportunities for exercise into the school day. Our focus on the fundamental skills of agility, balance, coordination and core strength allows children to regularly improve their 'personal best' and apply basic skills to a range of sports and activities. We intend to inspire all of our pupils, regardless of physical disability, to participate and excel in competitive sport within P.E lessons, intra-school competitions, inter-school tournaments and by promoting local sports clubs in which children can further develop their skills as well as their enthusiasm for physical activity. We aim for pupils to be competitive in a fair and respectful way and to participate in sporting activities cooperatively as part of an effective team – this message is regularly reinforced and celebrated to embed lifelong values.

### **Implementation:**

Our Physical Education (P.E) curriculum is designed to:

- Provide challenging and enjoyable learning opportunities through a range of sporting activities which include: invasion games; net, wall and racket games; striking and fielding games; gymnastics; dance; swimming and outdoor and adventurous activity.
- Ensure that the requirements of the National Curriculum are met through the long-term plan which sets out the P.E units and content that staff will teach throughout the year.
- Deliver two high quality P.E lessons each week, covering two sporting disciplines in every half term. In Reception and Key Stage One, lessons are usually delivered by class teachers. In Key Stage Two, lessons are mostly delivered by Premier Sport coaches in collaboration with class teachers.

- Ensure PSHE is a regular feature of P.E lessons and during sporting events by teaching children how to operate in teams and the etiquette associated with taking part in physical activities.
- SMSC is a regular feature of PE lessons; students learn how to operate in teams and the etiquette associated with taking part in physical activities. Students are taught strategies to solve problems in how to outwit an opponent or design/choreograph a gymnastic/dance sequence. Subject specific vocabulary is used regularly and expected to be used accurately by the students.
- Encourage pupils to participate in a variety of extra-curricular activities at lunchtimes and after-school through regularly altering sporting disciplines and several free clubs being offered. Additionally, use pupil voice to inform which extra-curricular sports are chosen.
- Involve all children in regular intra-school competitions for a variety of different sports and activities and actively promote equality, fairness, respect and sportsmanship during such events.
- Encourage children to participate in inter-school competitions within the local area through engagement in the Holmes Chapel Cluster and the Small Schools Cluster. Such competitions reinforce the important values of equality, fairness, respect and sportsmanship as well as offering children opportunities for competitive sport. These events also develop children's team work, communication and leadership skills which are useful lifelong attributes.
- Include children with varying sporting abilities as well as those with physical disabilities within P.E lessons. Furthermore, provide them with opportunities for inter-school competition through participation in Boccia and Kurling tournaments in the Holmes Chapel Cluster. This ensures we have an inclusive approach to competition with all abilities having access to competitive sport.
- Promote physical activity through the use of Play Leaders from Years 5 and 6. Play Leaders are sporting role models for younger children who assist with the delivery of lunchtime clubs, officiate and help to prepare intra-school competitions including our annual Sports Day and organise playtime games for other children in the school. They are trained to promote teamwork and cooperation through a range of enjoyable games and activities.
- Encourage children to participate in a variety of sporting activities by engaging with local clubs and promoting them on our Local Clubs noticeboard. Additionally, we invite local clubs into school during National School Sports Week to lead workshops for our children and Premier Sport provide workshops for different sports during this week. Examples of sports offered during National School Sports Week include archery, boccia, fencing, bubble football, lacrosse, triathlon, badminton and street dance. We aim to ensure that National School Sports Week provides the children with opportunities to develop their skills, improve their fitness and try something new.
- Ensure children receive swimming instruction in Years 3, 4, 5 and 6 for a full term so that they can use a range of strokes effectively, swim competently and confidently

over a distance of at least 25 metres and know how to remain safe in and around water for life.

- Encourage children to lead a healthy, active lifestyle through frequent completion of the Golden Mile. Children's miles are tracked and they are rewarded when they have completed various distances – these achievements are celebrated during assemblies. We also regularly use Cosmic Yoga, 5-a-day Fitness, Kidz Bop and The Body Coach workout sessions which promote wellbeing and fitness as well as providing children with brain breaks during and in between lessons.
- Develop children's fundamental movement skills and fitness through the use of termly Golden Mile and My Personal Best assessments. We use these assessments to track children's fundamental skills and fitness levels so that we can support those children whose are inactive or would benefit from further teacher support during lessons or extra-curricular sessions.
- Ensure opportunities for children to participate in outdoor and adventurous activity challenges both individually and within a team are planned yearly through careful and thorough planning of residential trips.

## **Impact**

As a result of our varied and engagement P.E curriculum, children at Peover Superior Primary School are enthusiastic about physical activity. Pupil participation and motivation in lessons is high; children are keen to develop their fundamental movement skills and fitness levels and they enjoy applying their skills to the wide range of sporting activities we offer. The uptake for extra-curricular sessions is consistently high and this leads to many children pursuing sports further at local clubs and competing at inter-school events. We enter teams for the majority of sporting competitions in the Holmes Chapel Cluster and we regularly perform at a high standard, often winning against our opposition. In recent years, we have achieved awards for our commitment to competitive sports at intra and inter-school level: we received School Games Gold in 2017-2018 and School Games Silver in 2018-2019.

Through participating in regular intra-school events, our children understand the etiquette associated with competing against others; they have a respectful and fair attitude towards competition. Furthermore, our pupils develop their cooperation and communication skills and have an understanding of what it means to be part of a team.

By the time our pupils leave, they have developed skills in a range of sporting disciplines and know the importance of having an active lifestyle for their health and wellbeing. Furthermore, they have developed imperative life skills from working within a team which will support them in the rest of their education as well as in adult life.

## **P.E in EYFS**

P.E lessons in EYFS take place twice each week and cover multi-skills, gymnastics and dance. In each P.E lesson, the importance of exercise as part of a healthy lifestyle is emphasised and pupils discuss the effects of exercise and healthy eating on their bodies. During P.E lessons, children are given regular opportunities to work as part of a group which supports them in playing cooperatively and learning to take turns. Different games and activities played during P.E sessions also give children an opportunity to understand and follow rules. Through the acquisition of new skills and participation in challenging games during P.E lessons, children develop their independence, resilience and perseverance and these qualities are celebrated regularly.

The focus during multi-skills sessions is developing children's motor and game skills such as throwing, catching, running, jumping, hopping and skipping. These skills are improved through teacher demonstration and coaching; careful and considered use of appropriate equipment; engaging skill rehearsal activities and then finally applying their skills to short competitive games. In Gymnastics sessions, children work on their control and balance on and off apparatus; spatial awareness and rolling, jumping and climbing skills. In Dance lessons, pupils develop their control, balance and spatial awareness whilst practising their ability to move in time to music and using their creativity to represent their thoughts, ideas and feelings. Through focusing on limited disciplines in EYFS, it allows children to develop their fundamental movement skills in readiness for moving into Year One.

## EYFS (Yearly cycle)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Multi-skills</b> – running, jumping, galloping</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To <b>negotiate space</b> and obstacles <b>safely, with consideration for themselves and others</b>.</li> <li>To move energetically, such as <b>running, jumping, dancing, hopping, skipping</b> and climbing.</li> </ul>	<p><b>Gymnastics (no equipment)</b></p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To <b>negotiate space</b> and obstacles <b>safely, with consideration for themselves and others</b>.</li> <li>To demonstrate <b>strength, balance and coordination</b> when playing.</li> </ul>	<p><b>Dance</b> (spatial awareness and hand-eye coordination)</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To move energetically, such as running, jumping, <b>dancing</b>, hopping, skipping and climbing.</li> </ul>	<p><b>Dance</b> (action rhymes, musicality and dancing to known songs)</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> <li>To show good control and coordination in large and small movements.</li> <li>They <b>represent their own ideas, thoughts and feelings through</b> design and technology, art, music, <b>dance</b>, role play and stories.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To move energetically, such as running, jumping, <b>dancing</b>, hopping, skipping and climbing.</li> <li>To demonstrate <b>strength, balance and coordination</b> when playing.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) <b>try to move in time with music</b>.</li> </ul>	<p><b>Multi-skills</b> – kicking, dribbling and aiming</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To demonstrate strength, balance and coordination when playing.</li> </ul>	<p><b>Multi-skills</b> – striking, throwing and catching</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To demonstrate strength, balance and coordination when playing.</li> </ul>

<p><b>Gymnastics (no equipment)</b> Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To move energetically, such as running, <b>jumping</b>, dancing, <b>hopping</b>, skipping and climbing.</li> </ul>	<p><b>Multi-skills</b> – ball handling: rolling, throwing, aiming and catching</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To demonstrate strength, balance and coordination when playing.</li> </ul>	<p><b>Gymnastics</b> –travelling around, under, over and through equipment</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To demonstrate <b>strength, balance and coordination</b> when playing.</li> </ul>	<p><b>Multi-skills</b> – ball skills*: throwing and catching, coordination and static balance</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To demonstrate strength, balance and coordination when playing.</li> </ul>	<p><b>Gymnastics</b> – balancing on and climbing on equipment</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>To demonstrate strength, <b>balance</b> and coordination when playing.</li> <li>To move energetically, such as running, jumping, dancing, hopping, skipping and <b>climbing</b>.</li> </ul>	<p><b>Multi-skills (athletics focus)</b>– running, jumping and skipping</p> <p>Current ELGs:</p> <ul style="list-style-type: none"> <li>To move confidently in a range of ways, safely negotiating space.</li> <li>To show good control and coordination in large and small movements.</li> </ul> <p>New ELGs:</p> <ul style="list-style-type: none"> <li>To demonstrate strength, balance and coordination when playing.</li> <li>To move energetically, such as running, <b>jumping</b>, dancing, <b>hopping</b>, skipping and climbing.</li> </ul>
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## **P.E in Key Stage One**

In Key Stage One, children continue improving and refining their fundamental movement skills through participating in P.E lessons twice each week. At the beginning of the year, children have multi-skills sessions in which they can practise their throwing, catching, running, jumping, hopping and skipping skills through skill rehearsal activities and engaging competitive games. Later on in the year, children apply the basic skills they have developed to striking and fielding games (cricket and rounders) and invasion games (football, hockey and tag rugby) whilst learning about the rules of specific games, how to attack and defend and developing simple tactics. During sport-specific games, children develop their teamwork skills so that they can communicate with other members of their team politely, respectfully and effectively.

Gymnastics and dance are other units covered in Key Stage One in which children can further develop their agility, balance, coordination, strength, control and spatial awareness. In dance units, children are also encouraged to be creative and respond to a variety of stimuli when creating their own dances or adding to dances which they have been taught.

During P.E sessions, children are regularly reminded of the appropriate etiquette expected when participating in competitions: being fair, respectful and polite with teammates, opponents and officials. These skills are put into practice when children compete in intra-school competitions with their classmates as well as inter-school competitions in the Holmes Chapel Cluster which are aimed at Key Stage One.

## Key Stage One (Cycle A)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Multi-skills</b> – running, jumping and galloping</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills.</li> <li>To master basic movements including <b>running, jumping, throwing and catching</b>, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p><b>Gymnastics (no equipment)</b></p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>To master basic movements including running, <b>jumping, throwing and catching</b>, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To perform dances using simple movement patterns.</li> </ul>	<p><b>Gymnastics</b> - rolling, jumping and balancing</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>To master basic movements including running, <b>jumping, throwing and catching</b>, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>	<p><b>Net, Wall and Racket Games (Dodgeball)</b></p> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>	<p><b>Striking and Fielding Games (Rounders)</b></p> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>
<p><b>Gymnastics</b> (no equipment) – experimenting with different ways of moving</p> <ul style="list-style-type: none"> <li>To master basic movements including running, <b>jumping, throwing and catching</b>, as well as <b>developing balance, agility and</b></li> </ul>	<p><b>Multi-skills</b> – ball skills: throwing and catching, coordination and static balance</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a</li> </ul>	<p><b>Gymnastics</b> –travelling around, under, over and through equipment</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of</li> </ul>	<p><b>Invasion Games (Netball)</b></p> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To engage in competitive (both against self and against</li> </ul>	<p><b>Gymnastics</b> – balancing on and climbing on equipment</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to</li> </ul>	<p><b>Athletics</b> – running, jumping and skipping</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become <b>increasingly competent and confident</b> and access a broad range of opportunities to</li> </ul>



<p><b>co-ordination, and begin to apply these in a range of activities</b></p>	<p>broad range of opportunities to extend their agility, <b>balance and coordination</b>, individually and with others.</p> <ul style="list-style-type: none"> <li>To master basic movements including running, jumping, <b>throwing and catching</b>, as well as developing balance, agility and co-ordination, and <b>begin to apply these in a range of activities</b></li> </ul>	<p>opportunities to extend their agility, balance and coordination, individually and with others.</p> <ul style="list-style-type: none"> <li>To master basic movements including running, <b>jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>	<p>others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>extend their agility, <b>balance</b> and coordination, individually and with others.</p> <ul style="list-style-type: none"> <li>To master basic movements including running, jumping, throwing and catching, as well as <b>developing balance</b>, agility and co-ordination, and <b>begin to apply these in a range of activities</b></li> </ul>	<p>extend their agility, balance and coordination, individually and with others.</p> <ul style="list-style-type: none"> <li>To master basic movements including <b>running, jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>
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### Key Stage One (Cycle B)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Multi-skills</b> – running, jumping and galloping</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills.</li> <li>To master basic movements including <b>running, jumping</b>, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<p><b>Gymnastics (no equipment)</b></p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To perform dances using simple movement patterns.</li> </ul>	<p><b>Gymnastics</b> - rolling, jumping and balancing</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> </ul>	<p><b>Invasion Games (Football)</b></p> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>	<p><b>Striking and Fielding Games (Cricket)</b></p> <ul style="list-style-type: none"> <li>To participate in team games, developing simple tactics for attacking and defending</li> <li>To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</li> </ul>

	<ul style="list-style-type: none"> <li>To master basic movements including running, <b>jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>		<ul style="list-style-type: none"> <li>To master basic movements including running, <b>jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>		
<p><b>Gymnastics</b> (no equipment) – experimenting with different ways of moving</p> <ul style="list-style-type: none"> <li>To master basic movements including running, <b>jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>	<p><b>Multi-skills</b> – ball handling: rolling, throwing, aiming and catching</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and <b>coordination</b>, individually and with others.</li> <li>To master basic movements including running, jumping, <b>throwing and catching</b>, as well as developing balance, agility and co-ordination, and <b>begin to apply these in a range of activities</b></li> </ul>	<p><b>Gymnastics</b> –travelling around, under, over and through equipment</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>To master basic movements including running, <b>jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>	<p><b>Multi-skills</b> – ball skills: throwing and catching, coordination and static balance</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, <b>balance and coordination</b>, individually and with others.</li> <li>To master basic movements including running, jumping, <b>throwing and catching</b>, as well as developing balance, agility and co-ordination, and <b>begin to apply these in a range of activities</b></li> </ul>	<p><b>Gymnastics</b> – balancing on and climbing on equipment</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, <b>balance</b> and coordination, individually and with others.</li> <li>To master basic movements including running, jumping, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>	<p><b>Athletics</b> – running, jumping and skipping</p> <ul style="list-style-type: none"> <li>To develop fundamental movement skills, become <b>increasingly competent and confident</b> and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>To master basic movements including <b>running, jumping</b>, throwing and catching, as well as <b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></li> </ul>

## **P.E in Lower Key Stage Two**

In Lower Key Stage Two, P.E lessons take place twice every week. In the first two terms of each year, children are taught two different sporting disciplines by Premier Sport coaches in collaboration with their class teacher. In the final term, children have one P.E lesson with Premier Sport and their class teacher and their other weekly P.E lesson is designated to developing children's swimming competency and knowledge of water safety at Knutsford Leisure Centre.

By the time our children reach Key Stage Two they should have good fundamental movement skills, therefore the different units provide children with opportunities to apply the skills they have developed in Reception and Key Stage One to sport-specific skill rehearsal and competitive games. Children are also given a broader syllabus of sporting disciplines so that they can link the skills they have acquired in one sport to the skills required in another.

Pupils in Lower Key Stage Two are encouraged to consider tactics for different sports in order to attack and defend and they are regularly encouraged to reflect on their own performances in sporting activities so that they can improve their tactics and techniques further. Children have numerous opportunities to compete through participation in half-termly intra-school competitions as well as inter-school competitions for a range of sports. During such events, children's communication, collaboration and sporting etiquette is developed and those demonstrating excellent sportsmanship, respectfulness and fairness are praised and rewarded accordingly.

## Lower Key Stage Two (Cycle A)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Invasion Games (Football)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games (Tag Rugby)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Net, Wall and Racket Games (Dodgeball)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games (Netball)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Striking and Fielding Games (Rounders/Cricket)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop flexibility, <b>strength, technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Athletics – Cross Country running</b></p> <ul style="list-style-type: none"> <li>To use <b>running, jumping, throwing</b> and catching in isolation and in combination</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To use running, <b>jumping, throwing</b> and catching in isolation and in combination</li> </ul>	<p><b>Indoor Athletics</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To perform dances using a range of movement pattern</li> <li>To compare their performances with</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> </ul>

<ul style="list-style-type: none"> <li>To develop flexibility, strength, <b>technique</b>, control and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>
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### Lower Key Stage Two (Cycle B)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Athletics – Cross Country running</b></p> <ul style="list-style-type: none"> <li>To use <b>running</b>, jumping, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, <b>technique</b>, control and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games (Football)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to</li> </ul>	<p><b>Invasion Games (Netball)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and</li> </ul>	<p><b>Net, Wall and Racket Games (Tennis)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to</li> </ul>	<p><b>Striking and Fielding Games (Rounders/Cricket)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop flexibility, <b>strength</b>, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

	achieve their personal best.	demonstrate improvement to achieve their personal best.	achieve their personal best.	achieve their personal best.	
<p><b>Throwing and Target Games (Boccia)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, <b>throwing and catching</b> in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>If weather permits: <b>Indoor Athletics</b> (to take place outside)</p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>If poor weather: <b>Gymnastics</b> (in the Hall)</p> <ul style="list-style-type: none"> <li>To develop flexibility, strength, technique, control and balance</li> <li>To 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>To perform dances using a range of movement pattern</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To use running, <b>jumping</b>, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, technique, control and balance</li> <li>To 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>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>

## **P.E in Upper Key Stage Two**

Once our pupils reach Upper Key Stage Two, they should have experienced a range of sports and their fundamental movement skills should be strong. In the autumn and spring term, children in Years 5 and 6 are taught two different sporting disciplines by Premier Sport coaches in collaboration with their class teacher. In the summer term, children have one P.E lesson with Premier Sport alongside their class teacher and they have swimming for their other weekly P.E lesson. Swimming takes place at Knutsford Leisure Centre and we aim for all children to be able to competently and confidently swim at least 25 metres by the end of Year 6.

The P.E curriculum in Upper Key Stage Two continues to develop children's skills and tactical awareness in football, tag rugby, netball, rounders, cricket and tennis so that children can build on the skills they have already acquired and become more confident in playing such sports. Additionally, children in the oldest class in the school have the opportunity to try new sports such as badminton, tri-golf and hockey so that they have a broad range of experiences and can apply their fundamental movement skills to an array of sporting activities.

Pupils in Upper Key Stage Two are expected to be tactical when playing different sports, considering the best strategies for attacking, defending, outwitting opponents and keeping and gaining possession. Children are encouraged to work collaboratively to devise tactics and evaluate their own and other children's performances. Our oldest children have numerous opportunities to apply tactics to competitive games within lessons, intra-school competitions and inter-school events. At such events, children in Years 5 and 6 are also expected to uphold the sporting values that they have acquired during their time at Peover Superior Primary School. Those children who consistently show respectfulness, fairness and equality when competing are given roles such as Play Leaders and officials for intra-school competitions such as Sports Day.

## Upper Key Stage Two (Cycle A)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Invasion Games (Tag Rugby)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games (Hockey)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Net, Wall and Racket Games (Badminton)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Invasion Games (Netball drills)</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<p><b>Striking and Fielding Games (Tri-Golf)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop flexibility, <b>strength, technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Invasion Games (Football)</b></p> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>To perform dances using a range of movement pattern</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Indoor Athletics</b></p> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To use running, <b>jumping</b>, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, technique, control and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>To perform safe self-rescue in different water-based situations</li> </ul>



improvement to achieve their personal best.			achieve their personal best.		
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## Upper Key Stage Two (Cycle B)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Athletics – Cross Country running</b> <ul style="list-style-type: none"> <li>To use <b>running</b>, jumping, throwing and catching in isolation and in combination</li> <li>To develop flexibility, strength, <b>technique</b>, control and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Invasion Games (Hockey)</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Invasion Games (Netball drills)</b> <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>	<b>Net, Wall and Racket Games (Tennis)</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Striking and Fielding Games (Rounders/Cricket)</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>To develop flexibility, strength, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>To develop flexibility, <b>strength</b>, <b>technique</b>, <b>control</b> and balance</li> <li>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<b>Invasion Games (Football)</b> <ul style="list-style-type: none"> <li>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	If weather permits: <b>Indoor Athletics</b> (outside) <ul style="list-style-type: none"> <li>To use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<b>Dance</b> <ul style="list-style-type: none"> <li>To perform dances using a range of movement pattern</li> <li>To compare their performances with previous ones and demonstrate</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>To use running, <b>jumping</b>, throwing and catching in isolation and in combination</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for</li> </ul>	<b>Swimming</b> <ul style="list-style-type: none"> <li>To swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>To use a range of strokes effectively [for</li> </ul>

<ul style="list-style-type: none"> <li>• To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>• To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop flexibility, strength, <b>technique, control</b> and balance</li> <li>• To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>If poor weather: <b>Gymnastics</b> (in the Hall)</p> <ul style="list-style-type: none"> <li>• To develop flexibility, strength, technique, control and balance</li> <li>• To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> <li>• To develop flexibility, strength, technique, control and balance</li> <li>• To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>example, front crawl, backstroke and breaststroke]</p> <ul style="list-style-type: none"> <li>• To perform safe self-rescue in different water-based situations</li> </ul>	<p>example, front crawl, backstroke and breaststroke]</p> <ul style="list-style-type: none"> <li>• To perform safe self-rescue in different water-based situations</li> </ul>
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