



A member of  
Bowes Cotherstone Federation



# Physical Education

## Cotherstone Primary School

# Rationale

Physical education promotes an understanding in children of their bodies in action. It enhances cognition skills and creativity by encouraging children to think about, select and apply different skills to a range of activities. PE also promotes positive attitudes towards a healthy lifestyle, enabling children to make informed choices about physical activity and healthy pursuits. Through PE we provide an ethos of security, support, care and mutual respect where effort is valued and success is celebrated.

PE develops a child's knowledge, skill and understanding so that they can perform, with increasing competence and confidence, in a range of physical activities. A varied curriculum is in place to support this with activities including dance, gymnastics, games, outdoor and adventurous activities (OAA) and swimming & water safety enabling children to become active, responsible and caring members of the school and wider community.

Through these activities, children will develop and apply their fundamental movement skills, extend their agility, balance and coordination individually and with others. They will master basic movements including running, jumping, throwing and catching. They will also participate in team games, developing tactics for attack and defence as well as performing dances using various movement patterns. Children will understand the benefits of good communication in physical activities, understand how to improve and learn to recognise and evaluate their own and other's successes.

Our children will also be given swimming instruction at Teesdale Leisure Centre and will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively. They will be taught to perform safe self-rescue in different water-based situations.

## ***Rationale***

Learning across the school is sequenced to build knowledge, skills and vocabulary related to all aspects of physical education taking into account children's physical development. Lessons are planned effectively which take prior learning and current assessment into account and are appropriately differentiated to enable all children to maximise their potential.

# *Rationale*

## **EYFS**

Children in EYFS participate in daily exercise within Class 1 and the outdoor play areas including the garden. They also have use of the hall for at least two sessions per week. Cross curricular links also enable PE links to be with other subjects including literacy and numeracy.

# Rationale

## Key Stages 1 & 2:

All pupils from Years 1 - 6 are entitled to a minimum of two hours of planned physical activity per week (swimming will be included in this time). For further information on the PE curriculum, please see the PE long-term plan.

To further encourage physical activity within the school, a range of activities are available to our children and their participation is greatly encouraged, such as:

- **Staindrop School Sports Partnership** enables all children to participate in either a 'Multi-Skills' festival or a specific game-based competition per term including Tag Rugby, High 5 Netball, Football, Cricket, Athletics and Outdoor & Adventurous Activities.
- **Fit For Life** is a program of short-burst activities designed to be done in class and to last 10 minutes per day used to energise children, increase strength, balance and coordination and to facilitate cognition and learning.
- **The Daily Mile challenge** is encouraged and children are rewarded with 'little people'/'house points upon its completion. Children are able to walk, run, hop, skip etc around the school field and/or playground during break and lunchtimes as well as during lesson times as a way of reenergising them and increasing their physical activity in the school day.
- **Playground leaders and staff** routinely offer clubs and activities during lunchtime and morning & afternoon breaks including dance, tennis, badminton, football and dodgeball.

# Rationale

- Our Sports Coach Mr Leinster offers a **Football after school club** which is open to all pupils. It is an incredibly popular club!

**Residential trips** are offered to children in Years 5 & 6 during which they participate in a range of physically challenging activities such climbing wall, mountain biking, obstacle course, canoeing, abseiling and archery among others. Children are encouraged to work cooperatively and in competition during these challenges.

- Our **Adventure Trail and Climbing Wall** are excellent opportunities for physical activity for all children during breaks and lunchtimes.
- **Sports Day** activities take place in the summer term and is an opportunity for children to compete in their house groups against the others. Children take part in a range of athletics-based activities to score points as a team. The traditional 'water-carrying' challenge along the adventure trail is always a highlight.
- All children from Years 4 – 6 are invited to 'try out' for our **Mixed Boys and Girls School Football Team**. Though, we are a small school, we have won several tournaments and leagues over the last few years!
- Children are encouraged to participate in local **Cross-Country events** held at local schools.

# ***Rationale***

Our high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities and pupils become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character embed values such as fairness and respect and promote pride in the community and British values.

There is a wide range of physical ability throughout the school and lessons are carefully planned and differentiated to include and challenge all children to a suitable degree. We strive to increase children's fitness, health and skill levels while developing their resilience, perseverance and teamwork skills.

Through assessment of individuals throughout sequences of learning, questionnaires, surveys of both staff and pupils and audits of CPD requirements, the quality and outcomes of the deliverance of PE improves along with children's positive experiences and enjoyment.

# Long Term Plan- Year 1 and 2

Physical Education  
Long Term Plan



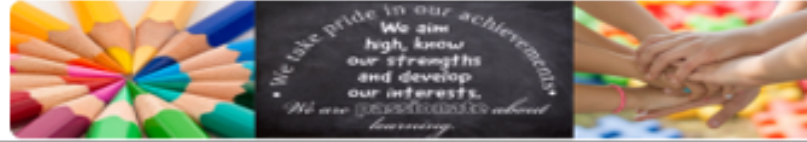
OAA – Outdoor and Adventurous Activities  
SSSP – Staindrop School Sports Partnership  
CT – Core Task  
EDS – Durham Assessment Task

	Autumn		Spring		Summer	
Year 1 and 2 Cycle A	<b>Games</b> Piggy in the Middle (CT)	<b>Games</b> Multi Skills (SSSP)	<b>Swimming</b>	<b>Swimming</b>	<b>Athletics</b> Colour Match (CT)	<b>Athletics</b> Colour Match (continued)
	<b>Gymnastics</b> EDS ks1 Unit 1 Task 2	<b>Dance</b> Cat Dance (CT)	<b>Gymnastics</b> Making Shapes (CT)	<b>Games</b> Football (SSSP)	<b>Dance</b> How Does It Feel? EDS KS1 Unit 2	<b>OAA</b> Where Are We Going? EDS KS1 Ut 1 Task 1
Year 1 and 2 Cycle B	<b>Games</b> Ten Point Hoops (CT)	<b>Games</b> Multi Skills (SSSP)	<b>Swimming</b>	<b>Swimming</b>	<b>Athletics</b> Honey Pot (CT)	<b>Athletics</b> Honey Pot (continued) (CT)
	<b>Gymnastics</b> EDS ks1 Unit 1 Task 1	<b>Dance</b> Themes and Dreams EDS KS1 Unit 1	<b>Gymnastics</b> Families of Actions (CT)	<b>Games</b> Football (SSSP)	<b>Dance</b> Round the Clock (CT)	<b>OAA</b> Gone Fishing EDS KS1 Ut 1 Task 2



# Long Term Plan- Year 3 and 4

Physical Education  
Long Term Plan

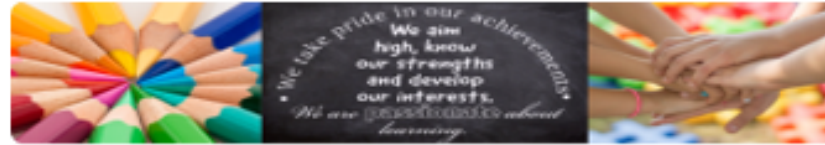


OAA – Outdoor and Adventurous Activities  
SSSP – Staindrop School Sports Partnership  
CT – Core Task  
EDS – Durham Assessment Task

Year 3 and 4 Cycle A	<b>Games</b> Tag Rugby (SSSP)	<b>Gymnastics</b> Balancing Act (CT)	<b>Dance</b> Machines (CT)	<b>OAA</b> Where Am I? EDS KS2 Unit 2 Task 2	<b>Games</b> Cricket (SSSP)	<b>Athletics</b> Distance Challenge EDS KS2 Unit 3
	<b>Swimming</b>	<b>Swimming</b>	<b>Gymnastics</b> EDS KS2 Unit 4 Task 1	<b>Dance</b> Topic-Based Dance	<b>Athletics</b> Take Aim (CT)	<b>OAA</b> Communication Challenge EDS Unit 2 Task 2
Year 3 and 4 Cycle B	<b>Games</b> Tag Rugby (SSSP)	<b>Gymnastics</b> Partner Work (CT)	<b>Dance</b> Indian Delight (CT)	<b>OAA</b> Safely Across EDS KS2 Unit 2 Task 3	<b>Games</b> Cricket (SSSP)	<b>Athletics</b> Faster, Higher, Further EDS KS2 Uni 2
	<b>Swimming</b>	<b>Swimming</b>	<b>Gymnastics</b> EDS KS2 Unit 3 Task 1	<b>Dance</b> Topic-based Dance	<b>Athletics</b> Three Jump Challenge (CT)	<b>OAA</b> Search and Rescue (CT)

# Long Term Plan- Year 5 and 6

Physical Education  
Long Term Plan



OAA – Outdoor and Adventurous Activities  
SSSP – Staindrop School Sports Partnership  
CT – Core Task  
EDS – Durham Assessment Task

Year 5 and 6 Cycle A	Games Pairs Play (CT)	Gymnastics Group Dynamics (CT)	Dance Invasion (CT)	Gymnastics EDS Unit 6 Tasks 1& 2	OAA Beat the Clock (EDS)	Athletics (SSSP)
	Swimming	Swimming	Games High 5 Netball (SSSP)	Athletics Improving Athletes (CT)	Dance Propped Up (CT)	OAA Crystal Star Challenge (CT)
Year 5 and 6 Cycle B	Games Wide Attack (CT)	Gymnastics Acrobatic Gymnastics (CT)	Dance Making the Grade (CT)	Gymnastics Group Dynamics (CT)	OAA Electric Fence (EDS)	Athletics (SSSP)
	Swimming	Swimming	Games High 5 Netball (SSSP)	Athletics Developing Athletes (CT)	Dance What's So Funny? EDS KS2 Unit 4	OAA Orient eering Against the Clock (CT)

# Progression of Knowledge and Skills

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
<b>Dance</b>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p>

# Progression of Knowledge and Skills

<p><b>Gym</b></p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
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# Progression of Knowledge and Skills

## Games

<p>Can travel in a variety of ways including running and jumping.</p> <p>Beginning to perform a range of throws.</p> <p>Receives a ball with basic control</p> <p>Beginning to develop hand-eye coordination</p> <p>Participates in simple games</p>	<p>Confident to send the ball to others in a range of ways.</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p>	<p>Understands tactics and composition by starting to vary how they respond.</p> <p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Beginning to communicate with others during game situations.</p> <p>Uses skills with co-ordination and control.</p> <p>Develops own rules for new games.</p> <p>Makes imaginative pathways using equipment.</p> <p>Works well in a group to develop various games.</p> <p>Beginning to understand how to compete with each other in a controlled manner.</p> <p>Beginning to select resources independently to carry out different skills.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Works well in a group to develop various games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>	<p>Vary skills, actions and ideas and link these in ways that suit the games activity.</p> <p>Shows confidence in using ball skills in various ways, and can link these together effectively.</p> <p><i>e.g. dribbling, bouncing, kicking</i></p> <p>Keeps possession of balls during games situations.</p> <p>Consistently uses skills with co-ordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Modifies competitive games.</p> <p>Compares and comments on skills to support creation of new games.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and in combination.</p>
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# Progression of Knowledge and Skills

<p><b>Athletics</b></p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
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# Progression of Knowledge and Skills

<p><b>Outdoor Adventurous Activities</b></p>	<p>-</p>	<p>-</p>	<p>Develops listening skills. Creates simple body shapes. Listens to instructions from a partner/ adult. Beginning to think activities through and problem solve. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Uses simple maps. Beginning to think activities through and problem solve. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills. Use s and interprets simple maps. Think activities through and problem solve using general knowledge. Choose and apply strategies to solve problems with support. Discuss and work with others in a group. Demonstrates an understanding of how to stay safe.</p>
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# Progression of Knowledge and Skills

<b>Swimming</b>					<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	
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# Progression of Knowledge and Skills

<p><b>Evaluation</b></p>	<p>Can comment on own and others performance            Can give comments on how to improve performance.            Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.            Beginning to think about how they can improve their own work.            Work with a partner or small group to improve their skills.            Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.            Learn from others how they can improve their skills.            Comment on tactics and techniques to help improve performances.            Make suggestions on how to improve their work, commenting on similarities and differences.</p>
<p><b>Healthy Lifestyles</b></p>	<p>Can describe the effect exercise has on the body            Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body            Can explain the importance of exercise and a healthy lifestyle.            Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body            Can explain the importance of exercise and a healthy lifestyle.            Understands the need to warm up and cool down.</p>