

PE at Upton Junior School

The national curriculum for physical education aims to ensure that all pupils:

- *Develop competence to excel in a broad range of physical activities*
- *Are physically active for sustained periods of time*
- *Engage in competitive sports and activities*
- *Lead healthy, active lives*

Key Teacher Notes:

- In September, all teacher-taught PE starts with 2 sessions of Playground Games – games to teach your children that they can use at playtimes and in Perfect Points Time
- PE should also include pupils learning about the body. This is part of our PD Curriculum.
- PE should be physically exerting. Children should be out of breath often and developing their physical fitness
- The final week of every unit should feature inter-class competition. This could be class v class or in house teams Games units repeat across the school at higher levels. This is so that children have more opportunity to develop those game specific skills
- Sportsmanship is key to everything. Children should always be encouraged to look for what others did well and applaud their opponents' **efforts**
- At Upton, children have more than the recommended 2 hours of PE each week. They swim as well, so have three hours. We also have children come to school in PE kits on those days to minimise lost PE time from changing clothes.
- Once a pupil has no PE or swim kit for the second time, class teachers need to contact parents.

Long Term PE Overview

YEAR 3

YEAR 3						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	National Curriculum Goals perform dances using a range of movement patterns and fundamental skills – use running, jumping, throwing and catching in isolation and in combination		National Curriculum Goals develop flexibility, strength, technique, control and balance; play competitive games modified where appropriate and apply basic principles suitable for attacking and defending		National Curriculum Goals develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best. National Curriculum Goals use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	
B	Dance	Fundamental skills	Football	Gymnastics	Athletics and Personal Bests	Tennis 6 Hours Archery 6 Hours
G	Dance	Fundamental skills	Football	Gymnastics		
R	Fundamental skills	Dance	Gymnastics	Football		Archery 6 hours Tennis 6 hours
y	Fundamental skills	Dance	Gymnastics	Football		
	YEAR 4					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Year 4	National Curriculum Goals perform dances using a range of movement patterns and basketball – use running, jumping, throwing and catching in isolation and in combination; play competitive games		National Curriculum Goals develop flexibility, strength, technique, control and balance; play competitive games modified where appropriate and apply basic principles suitable for attacking and defending		National Curriculum Goals develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best. National Curriculum Goals use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	
B	Dance	Basketball	Gymnastics	Hockey	Athletics and Personal Bests	Badminton 6 hours
G	Dance	Basketball	Gymnastics	Hockey		Lacrosse 6 hours
R	Basketball	Dance	Hockey	Gymnastics		Lacrosse 6 hours
y	Basketball	Dance	Hockey	Gymnastics		Badminton 6 hours
	YEAR 5					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	National Curriculum Goals perform dances using a range of movement patterns and dodgeball –		National Curriculum Goals develop flexibility, strength, technique, control and balance;		National Curriculum Goals develop flexibility, strength, technique, control and balance;	

	use running, jumping, throwing and catching in isolation and in combination; play competitive games;	play competitive games modified where appropriate and apply basic principles suitable for attacking and defending			compare their performances with previous ones and demonstrate improvement to achieve their personal best. National Curriculum Goals use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	
B	Dance	Dodgeball	Gymnastics	Handball	Athletics and Personal Bests Change 4 life	Cricket
G	Dance	Dodgeball	Gymnastics	Handball		Ultimate Frisbee hours
R	dodgeball	Dance	Handball	Gymnastics		Ultimate Frisbee hours
y	dodgeball	Dance	Handball	Gymnastics		Cricket hours



YEAR 6

	Term 1	Term 3	Term 4	Term 5	Term 6
	Term 2				
Year 6	National Curriculum Goals perform dances using a range of movement patterns; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	National Curriculum Goals develop flexibility, strength, technique, control and balance; play competitive games modified where appropriate and apply basic principles suitable for attacking and defending		National Curriculum Goals develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.	

PE Progression across the School

National Curriculum Requirements	Year 3	Year 4	Year 5	Year 6
<p><i>Develop flexibility, strength, technique, control and balance through GYMNASTICS</i></p> <p><i>(these characteristics are also developed through Athletics units)</i></p>	<p>To perform a range of jumps accurately.</p> <p>To accurately perform a forward roll from standing and a tucked backward roll.</p> <p>To perform a squat on vault accurately.</p> <p>To perform a lunge into handstand and a cartwheel accurately.</p> <p>To link movements together by performing a chassis step, straight jump half-turn and cat leap</p> <p>To create and perform a gymnastics sequence with a partner.</p> <p>In addition -fundamental skills catch-up:</p> <p>Catching basics</p> <p>Dodging skills</p> <p>Ball control with hand and feet</p> <p>Basic striking/bat/racket techniques involving hand eye-coordination</p>	<ul style="list-style-type: none"> Jumps and Leaps perform a range of jumps and leaps. 2. Rolls To perform a straddle forward roll and a backward roll to straddle correctly. 3. Vaulting. To perform a straddle on vault correctly. 4. Round-Offs To perform a lunge into cartwheel correctly. 5. Linking Movements choosing effective linking moves to create sequences of movement. To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot. warm-up activity 6. Performance To work in a small group to create and perform a gymnastics sequence with a theme. 	<ol style="list-style-type: none"> Jumps and Leaps To perform a stag jump and split leap. Rolls To perform pike rolls. Vaulting To perform a squat through vault. Handstands, Cartwheels and Round-Offs To perform a round-off. Linking Movements. To independently plan a sequence of gymnastics movements that are creatively linked together. Performance To perform a gymnastics sequence in a pair or group in time to music. 	<ol style="list-style-type: none"> Cat leap full turn stag leap Perform a dive forward roll and pike backward roll Perform a straddle vault Hurdle step into cartwheel round off Linking Movements. To independently plan a sequence of gymnastics movements that are creatively linked together. Performance To perform a gymnastics sequence in a pair or group in time to music.
	<ul style="list-style-type: none"> Beginning to improvise independently to create a simple dance. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. 	<ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style.

<p><i>Perform DANCES using a range of movement patterns</i></p>	<ul style="list-style-type: none"> • Beginning to improvise with a partner to create a simple dance. • Translates ideas from stimuli into movement with support. • Beginning to compare and adapt movements and motifs to create a larger sequence. • Uses simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs in response to stimuli. • Demonstrate rhythm and spatial awareness. • Change parts of a dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. 	<ul style="list-style-type: none"> • Compose individual, partner and group dances that reflect the chosen dance style. • Show a change of pace and timing in their movements. • Develop an awareness of their use of space. • Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Use transitions to link motifs smoothly together. • Improvise with confidence, still demonstrating fluency across the sequence. • Ensure their actions fit the rhythm of the music. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work. 	<ul style="list-style-type: none"> • Compose individual, partner and group dances that reflect the chosen dance style. • Use dramatic expression in dance movements and motifs. • Perform with confidence, using a range of movement patterns. • Demonstrate imagination and creativity in the movements they devise in response to stimuli. • Use transitions to link motifs smoothly together. • Improvise with confidence, still demonstrating fluency across the sequence. • Ensure their actions fit the rhythm of the music. • Modify parts of a sequence as a result of self and peer evaluation. • Use more complex dance vocabulary to compare and improve work.
<p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best through ATHLETICS</i></p>	<p>Each session should end with a recorded time/distance against the Athletics awards criteria</p> <ul style="list-style-type: none"> • Learn the correct technique used for short distance running. • Understand how to perform a long jump correctly. • Learn how to perform a seated overhead throw. • Understand the importance of pacing in long distance running. To understand and perform the correct technique required to throw a foam javelin. 	<p>Each session should end with a recorded time/distance against the Athletics awards criteria</p> <ul style="list-style-type: none"> • Learn the correct technique for running a short distance at speed. • Understand what the best technique to jump effectively is. • Learn how to generate power in the push pass. • Understand what pacing is and the importance of pacing when running long distances. 	<p>Each session should end with a recorded time/distance against the Athletics awards criteria</p> <ul style="list-style-type: none"> • To learn how to pace to run in long distance races. • To learn the correct technique to perform the standing long jump and the running long jump. • To learn how to use and perform the sprint start technique. • To experiment different techniques required to take 	<p>Each session should end with a recorded time/distance against the Athletics awards criteria</p> <ul style="list-style-type: none"> • Students are introduced to running at speed and sprint starts. • Students learn to run whilst changing direction at speed. • The students take part in a number of activities which helps them improve their ability to jump for distance. • To learn the correct technique for throwing a shot putt. • The students take part in a number of activities which helps them improve their ability to jump high.

	Demonstrate all the skills students have learnt over the last six weeks.	<ul style="list-style-type: none"> To understand and perform the correct technique required to throw a foam javelin. Demonstrate all the skills learnt over the previous weeks. 	part in a number of throwing events. <ul style="list-style-type: none"> To learn how to perform relay races with a relay baton. To compete in a number of exercises encouraging students to perform the skills they have learnt. 	Competition week ;perform all the skills learnt over the previous weeks.
take part in OAA challenges both individually and within a team	OAA Challenge Days and Residentials	OAA Challenge Days and Residentials	OAA Challenge Days and Residentials	OAA Challenge Days and Residentials
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination	Football <ul style="list-style-type: none"> To understand the basic rules of football and explore ways of using the feet to move the ball. To learn the correct technique to dribble a ball and change direction. To learn different passing techniques and begin to control the ball. To learn different passing techniques and begin to be able to pass over a long distance. To learn different shooting techniques and be able to strike a ball using laces. To use all the skills learnt and put them into a game situation Tennis <ul style="list-style-type: none"> Students take part in exercises to develop their ability to play a Forehand shot in Tennis. 	Basketball <ul style="list-style-type: none"> Familiarisation with the ball and to learn basic rules of basketball. To be able to perform the basic dribbling technique with control and accuracy. To introduce and understand where passing is used in basketball. To develop understanding and knowledge of how to execute a successful set shot. To work as team to develop both attacking and defending skills. To link all the skills learnt into a game situation. Hockey <ul style="list-style-type: none"> To understand basic rules of hockey and explore ways of using the stick to move the ball. To learn how to have control and turn quickly under pressure. 	Dodgeball <ul style="list-style-type: none"> To develop dodging techniques To develop accuracy and power in throw To develop catching skills To develop team strategy Handball <ul style="list-style-type: none"> Shooting and introducing defending Blocking and developing the small sided game Develop principles of attack and defence and introduce full size game Develop Full Size Game Introduce Goal Keeping Practise Full Size Competitive Game Cricket	Ultimate Frisbee <p>The backhand throw and basic catching</p> <p>Flight control and the forehand throw</p> <p>Catching on the run</p> <p>Developing throwing distance</p> <p>Improved throwing accuracy</p> Cricket <ul style="list-style-type: none"> Learn basic fielding skills whilst moving. Catching and receiving the ball on the move and throwing it at the correct wicket. To develop batting skills to be able to use the correct shot to hit the ball away from fielders. Development of batting and fielding skills in kwik cricket, with over arm bowling. Further development of playing a kwik cricket game with the use of overarm bowling. Understand tactics of a game of kwik cricket.

	<ul style="list-style-type: none"> • The pupils take part in a number of exercises to learn the correct technique to perform the Backhand shot. • Students learn to understand what a Volley shot is and how it could be used in a game of Tennis. • Students learn how to perform an underarm serve and also learn when a serve is used in a game of Tennis. • Students recap on the skills they have learnt over the previous four weeks. • The students use all the skills they have learnt over the term to compete in competitive games with their peers. 	<ul style="list-style-type: none"> • To understand different passing techniques and focus on ball control. • To understand what type of pass to use in different situations and be able to make a long pass. • To be able to strike a ball on the move. • To play a hockey game and be able to use skills learnt to beat opponents. <p>Lacrosse</p> <ul style="list-style-type: none"> • Ready Stance, Grip, Cradling, Scooping • Throwing & Catching • Throwing & Catching on the Run • Shooting and Goaltending • Offensive and defensive strategy <ul style="list-style-type: none"> • Students take part in a number of exercises which help them to learn the correct stance and grip required in badminton • to play a forehand shot. • Pupils continue to develop their forehand return shot in badminton. • Students become familiar with the backhand return shot in badminton. • Students understand how to start a game of badminton using a serve and how to return a badminton serve to • commence a badminton rally Pupils continue to develop their ability to serve to a partner and continue a 	<ul style="list-style-type: none"> • Basics of cricket – how to play and rules • Learn how to field the ball and attack the stumps. • Continue to develop fielding/catching skills and returning the ball on the move. • Basic batting skills, focusing on the hook shot. • Develop batting and fielding skills in kwik cricket, with over arm bowling. • Playing a kwik cricket game with underarm and then with the use of overarm bowling. • Develop the knowledge of bowling and batting rules in a kwik cricket game. <p>Ultimate Frisbee</p> <ul style="list-style-type: none"> • The backhand throw and basic catching • Flight control and the forehand throw • Catching on the run • Developing throwing distance • Improved throwing accuracy 	<p>Basketball</p> <ul style="list-style-type: none"> • To understand the rules of basketball and explore different ways of moving with the ball effectively. • To learn different techniques to dribble the ball with control. • To learn a variety of different passes and use tactics to use them in a game situation. • To be able to shoot with control and accuracy. • To use all skills learnt and put them into a game situation. • To be able to plan and run a mini tournament. <p>Netball</p> <ul style="list-style-type: none"> • To learn how to turn in the air when landing using the correct footwork technique. • To develop and refine short distance passing skills in a game situation. • To develop long distance passing on the move and to be able to perform the correct passes in a game situation. • Pupils are to learn how to apply their knowledge of the dodging technique and moving forward into space to develop • the centre pass. • Pupils are to learn how to select the correct type of defending technique in various game situations. • To develop pupils knowledge of rules in regards to the shooting technique. <p>Hockey</p>
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		<p>rally. Pupils show the skills they have learnt over the course of the term in a number of competitive games</p> <p>Badminton</p> <ul style="list-style-type: none"> • Students take part in a number of exercises which help them to learn the correct stance and grip required in badminton to play a forehand shot. • Pupils continue to develop their forehand return shot in badminton. • Students become familiar with the backhand return shot in badminton. • Students understand how to start a game of badminton using a serve and how to return a badminton serve to commence a badminton rally. • Pupils continue to develop their ability to serve to a partner and continue a rally. • Pupils show the skills they have learnt over the course of the term in a number of competitive games. 		<ul style="list-style-type: none"> • To develop different grips depending on the action needed. • To dribble in all directions including reverse dribble. • Passing on the move over different distances focusing on the different grips available. • To try and outwit defenders using various dribbling and passing techniques in attack. • To explore how to defend and not be outwitted. • To show how to use the learnt skills in a game environment <p>Rugby (Moved to ASC)</p> <ul style="list-style-type: none"> • Pupils learn how to dodge and weave using speed and direction. • Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands. How to develop 'pop' or 'spin' passes to vary length • Pupils learn how to use the correct technique to throw the rugby ball backwards down a line and whilst moving. • Pupils learn to tag a player and learn the rules associated with tagging. • Pupils learn how to pass and move towards a goal area, combining passing and running skills using and developing tactics. • Pupils learn how to work as a team communicating ideas and rules.
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				Rounders Pupils learn how to perform a two handed and one handed catch when a partner feeds them the ball. Pupils learn to consistently throw and catch with a partner at long distances under pressure. Pupils learn to strike a bowled ball. Pupils learn running skills and experiment with the speed in which they run using fun modified games. Pupils explore the bowling technique using a spin and target throwing. Pupils learn basic rules and positions and play enjoyable modified games.
Additional Units	Panathlon participation		Change4Life <ul style="list-style-type: none"> Pupils realise that sport doesn't have to be competitive or rigid Helps pupils all engage more physically Helps pupils Find enjoyment in physically exerting activities 	Physical Fitness <ul style="list-style-type: none"> Panathlon event planning WWII Games
Swimming	Every year each child will swim weekly for one hour across three school terms. This is approx. 18 lessons each year and 64 lessons across their time at Upton			
Within each Sport pupils should also	describe and evaluate the effectiveness and quality of a performance recognise how their own performance has improved	describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved	choose and use information and basic criteria to evaluate their own and others' work	evaluate their own and others' work suggest ways of making improvements

Swimming Every year each child will swim weekly for one hour across three school terms. This is approx. 18 lessons each year and 64 lessons across their time at Upton

The School Swimming Academy Programme surrounds a scheme of 8 progressive awards designed to build water confidence, water safety skills and stroke development for pupils in Key Stages 1 and 2.

The main aim is for every child to be safe and confident in the water and to demonstrate at least two recognised strokes, with the ability to swim 25m unassisted to a high standard. The detailed criteria for all award elements will need to be completed to achieve each level.

 <p>Learning Outcomes</p> <p>1. Answer 2 water safety questions</p>	 <p>Learning Outcomes</p> <p>1. Answer 2 water safety questions</p>	 <p>Learning Outcomes</p> <p>1. Swim 5 metres on</p>	 <p>Learning Outcomes</p> <p>1. Jump in, swim 5 metres on front and</p>	 <p>Learning Outcomes</p>	 <p>Learning Outcomes</p>	 <p>Learning Outcomes</p>	 <p>Learning Outcomes</p> <p>1. Scull head first and feet first 10 metres</p>
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<p>2. Enter the pool safely, steps, ramp, swivel</p> <p>3. Move 3 metres in the water by, walking, jumping, hopping or holding side</p> <p>4. Jump up and down in the water, holding the side if required</p> <p>5. Using aids perform an alternating leg action</p> <p>6. Blow bubbles in the water</p> <p>7. Float with support and return to a standing position</p> <p>8. Exit pool safely and unassisted</p>	<p>2. Enter the pool safely, steps, ramp, swivel</p> <p>3. Scoop water with hands and wash face</p> <p>4. Use a woggle to swim front paddle and back paddle for 5 metres</p> <p>5. Push and glide on front and back</p> <p>6. Using aids perform a treading water action with legs</p> <p>7. Using a woggle, rotate from a back float to a front float and return to a back float</p> <p>8. Swim 2 metres front paddle and back paddle unaided</p>	<p>front, roll and swim 5 metres on back without aids</p> <p>2. Perform 10 metres of kicking legs on front with aids, whilst blowing bubbles</p> <p>3. Attempt breaststroke legs on back with aids</p> <p>4. Whilst standing attempt front crawl arms</p> <p>5. Whilst standing attempt back crawl arms</p> <p>6. Perform a star float on front or back and hold for 5 seconds</p> <p>7. Jump in with assistance if required</p> <p>8. Perform a reach rescue</p>	<p>turn onto back, swim back to point of entry (no aids)</p> <p>2. Swim 10 metres front crawl attempting side breathing</p> <p>3. Swim 10 metres back crawl</p> <p>4. Tread water for 10 seconds</p> <p>5. Submerge and collect a toy from the pool floor</p> <p>6. Swim 5 metres breaststroke (aids may be used)</p> <p>7. Perform dolphin leg action</p> <p>8. Perform a mushroom float for 3 seconds</p>	<p>1. Swim 15 metres front crawl</p> <p>2. Swim 15 metres back crawl</p> <p>3. Swim 10 metres breaststroke</p> <p>4. Scull head first or feet first for 5 metres</p> <p>5. Attempt butterfly arms</p> <p>6. Perform a head or feet first surface dive</p> <p>7. Swim 25 metres of learners choice (must be a recognised stroke and without aids)</p> <p>8. Jump in, tread water for 20 seconds, swim 5 metres, turn around and swim back to point of entry and climb out</p>	<p>1. Swim 25 metres front crawl</p> <p>2. Swim 25 metres back crawl</p> <p>3. Swim 15 metres breaststroke</p> <p>4. Perform a forward or backwards somersault</p> <p>5. Jump in, tread water for 45 seconds, swim back to point of entry and exit</p> <p>6. Swim 5 metres butterfly</p> <p>7. Perform the HELP position</p> <p>8. Perform a straddle entry into the pool</p>	<p>1. Swim 50 metres front crawl</p> <p>2. Swim 50 metres back crawl</p> <p>3. Swim 25 metres breaststroke</p> <p>4. Swim 75 metres continuously</p> <p>5. Tread water for 1 minute</p> <p>6. Swim 10 metres butterfly</p> <p>7. Perform a throwing rescue</p> <p>8. Swim 25 metres in shorts and t-shirt</p>	<p>2. Enter the water with a straddle entry, swim 25 metres in shorts and t-shirt, tread water for 1 minute waving one arm, surface dive, swim 5 metres underwater, surface and remove clothing</p> <p>3. Perform the Huddle position</p> <p>4. Throw a rope 5 metres to a conscious casualty</p> <p>5. Swim an individual medley incorporating the transition procedure at the end of each stroke</p> <p>6. Perform an accompanied rescue</p> <p>7. Swim 25 metres Old English backstroke</p> <p>8. Swim 5 metres of a recognised front stroke, perform a feet-first surface dive, tuck, and swim 5 metres underwater</p>
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