



Learning together to challenge and achieve

**Subject: PE**

At Dale Hall Community Primary we believe that children should develop both academically and socially to the best of their ability. It is our belief that participating in sport adds value to the lives of those in our community. The skills and lessons learned in winning, losing and taking part provides an enriching experience that are incomparable to others. In addition to these experiences, we learn about building relationships and problem solving- all key aspects of being 'life ready'.

To facilitate this, we offer a broad and balanced curriculum designed to fall in line with the sporting competition calendar created in partnership with our school games organisers. Therefore our PE lessons work progressively to develop subject specific skills needed to compete against other schools. Currently competition fixtures are organised from years 2 -6.

To support this we also offer a wide range of sporting activities, as well as extra-curricular clubs.

**National curriculum Aims:**

- 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.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Dance</b>	<ul style="list-style-type: none"> <li>- Combine movements fluently, selecting actions in response to the task.</li> <li>- Negotiate space safely.</li> <li>- Follow instructions involving several ideas or actions.</li> <li>- Show respect towards others when providing feedback.</li> <li>- Use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>- Start to use movement imaginatively responding to stimuli, including music and performing basic skills</li> <li>- Create and perform simple movement patterns.</li> <li>- Begin to express and communicate ideas and feelings through changes in rhythm, speed, direction and level</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to movement imaginatively responding to stimuli, including music and performing basic skills</li> <li>- Introduce shadowing and mirroring when working with partners</li> <li>- Create and perform dances using simple movement patterns</li> <li>- Changes the rhythm, speed, level of their movements</li> <li>- Express and communicate ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a sequence using a range of body actions and qualities which reflect <b>contrasting stimuli</b> to develop story telling through movement (e.g. rain, wind, sun)</li> <li>- Develop co-operation and collaboration skills by working in different sized groups</li> <li>- Create and respond to music and stories from other places and cultures</li> <li>- Begin to self-evaluate performances</li> </ul>	<ul style="list-style-type: none"> <li>- Create a longer sequence using a range of body actions and contrasting movements</li> <li>- Develop co-operation and collaboration skills by working in different sized groups</li> <li>- Create dances to respond to music and stories from other places and cultures</li> <li>- Begin to reflect and analyse performances using ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Create a longer repeated sequence paying attention to fluency and dynamics</li> <li>- Develop co-operation and collaboration skills by working in different sized groups</li> <li>- Create dances to respond to music and stories from other places and cultures</li> <li>- Use ICT to help self-reflect group performances</li> </ul>	<ul style="list-style-type: none"> <li>- create improvisational performances responding to varied stories and music</li> <li>- Use varied group sizes to interact within performances (unison, pairs, groups)</li> <li>- develop positive attitudes towards themselves and others when reflecting on performances</li> </ul>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Gymnastics</b>	<ul style="list-style-type: none"> <li>-Begin to combine movements, selecting actions in response to the task and apparatus.</li> <li>- Confidently and safely use a range of large and small apparatus.</li> <li>-Negotiate space safely with consideration for themselves and others.</li> <li>-Follow instructions involving several ideas or actions.</li> <li>- Use movement skills with developing strength, balance and co-ordination showing increasing control and grace. Begin to work co-operatively with others and take turns</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to perform basic skills in travelling</li> <li>- Develop and understanding of space and balance</li> <li>- Begin to choose and link skills and actions into short movement phrases.</li> <li>- Create short linked sequences with a beginning middle and end.</li> </ul> <p><b>Introduce key vocab:</b> Still, relaxed, steady, freeze, roll, speed, forward, backwards</p>	<ul style="list-style-type: none"> <li>- Perform basic skills in travelling both on the floor and apparatus</li> <li>- Develop and understanding of space and balance</li> <li>- Choose and link skills and actions into short movement phrases.</li> <li>- Create short linked sequences with a beginning middle and end with contrasts in direction, level and speed</li> </ul> <p><b>Introduce key vocab:</b> Body points, patches, balancing and matching, forward roll, sequence</p>	<ul style="list-style-type: none"> <li>- Create and perform fluent sequences on the floor and apparatus</li> <li>- Include a variation in level, speed and direction in their sequences</li> <li>- Work in pairs to develop their own sequences responding to varied stimuli</li> </ul>	<ul style="list-style-type: none"> <li>- Create and perform fluent sequences on the floor and apparatus with a focus on control and tension</li> <li>- Include a variation in level, speed and direction in their sequences</li> <li>- Work in small groups to develop their own sequences in time to music</li> <li>- work on a theme of together and apart</li> </ul>	<ul style="list-style-type: none"> <li>- Create and perform fluent sequences on the floor and apparatus</li> <li>- Show different jumps with controlled landings</li> <li>Develop rolls and balance skills into sequences</li> <li>- Include a variation in level, speed and direction in their sequences</li> <li>- Work in small groups to develop their own sequences in time to music</li> <li>- Explain the importance for warming up and stretching before an activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Create and perform fluent sequences on the floor and apparatus with a focus on symmetry, asymmetry, counter balance, counter tension.</li> <li>- Include a variation in level, speed and direction in their sequences</li> <li>- Work in small groups to develop their own sequences in time to music</li> <li>- Child led warm up activities to explain the importance of stretching before an activity.</li> </ul>