

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2			
<p>INTENT – Luddenden CE School is committed to promoting an environment that nurtures health, self-respect and achievement. Our approach aims to engage and challenge every child. Through our PE Curriculum, we aim for all our pupils to build the core strength, balance, coordination, agility and determination to enjoy and succeed in any sporting or physical activity. We provide a clear learning journey which develops pupils’ personal, social, physical, health & fitness, cognitive and creative abilities. Our core values in PE are team work, perseverance, courage and respect.</p> <p>IMPLEMENTATION – All pupils will experience range of sporting activities through a minimum of 2 hours of PE per week. We use high quality resources, including Real PE, to support the delivery of a broad and balanced PE curriculum. We ensure inclusivity through our child-centred approach, and the addition and adaptation of a wide range of challenges, games and skill applications. Play equipment will also be used to enhance pupils’ experiences and provide additional opportunities to build strength, balance, agility and coordination.</p> <p>IMPACT – Pupils enjoy PE. Pupils develop the key abilities they need to be successful within PE and sport and across the curriculum.</p>									
EARLY YEARS NURSERY 3-4	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <ul style="list-style-type: none"> •Go up steps and stairs, or climb up apparatus, using alternate feet. •Skip, hop, stance on one leg and hold a pose for a game like musical statues. •Use large-muscle movements to wave flags and streamers, paint and make marks. •Start taking part in some group activities which they make up for themselves, or in teams. •Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. •Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. •Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. •Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. •Use one-handed tools and equipment, for example, making snips in paper with scissors. •Use a comfortable grip with good control when holding pens and pencils. •Show a preference for a dominant hand. •Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 								
REC PE	<p>REAL PE Unit 1</p> <ul style="list-style-type: none"> • Coordination – footwork (Bike) • Static Balance – One leg (Pirate) 	<p>REAL PE Unit 2</p> <ul style="list-style-type: none"> • Dynamic balance – jumping & landing (Space) • Static balance – seated (Jungle) 	<p>REAL PE Unit 3</p> <ul style="list-style-type: none"> • Dynamic balance – on a line (Train) • Static balance – stance (Tightrope) 	<p>REAL PE Unit 4</p> <ul style="list-style-type: none"> • Coordination – ball skills (Clown) • Counter balance with partner (Seaside) 	<p>REAL PE Unit 5</p> <ul style="list-style-type: none"> • Coordination - Sending & receiving (Juggling) • Agility – reaction/response (Fairytale) 	<p>REAL PE Unit 6</p> <ul style="list-style-type: none"> • Agility – ball chasing (Squirrel) • Static balance – floor work (Cat) 			
REC	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <ul style="list-style-type: none"> •Progress towards a more fluent style of moving, with developing control and grace. •Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. •Combine different movements with ease and fluency. •Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. •Develop overall body-strength, balance, co-ordination and agility. •Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. •Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 								
ELG’s	<ul style="list-style-type: none"> •Negotiate space and obstacles safely, with consideration for themselves and others. •Demonstrate strength, balance and coordination when playing. •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 								
REAL PE Year 1/2 Cycle A	<p>REAL PE – Year 1 Unit 4</p> <ul style="list-style-type: none"> • Ball skills – coordination • Counter balance with partner 	<p>REAL PE – Year 2 Unit 5</p> <ul style="list-style-type: none"> • Sending & receiving • Agility – reaction/response 	<p>REAL PE Year 1 Unit 1</p> <ul style="list-style-type: none"> • Coordination – footwork • Static Balance (one leg) 	<p>REAL PE – Year 2 Unit 2</p> <ul style="list-style-type: none"> • Dynamic balance – jumping & landing • Static balance – seated 	<p>REAL PE – Year 1 Unit 6</p> <ul style="list-style-type: none"> • Agility – ball chasing • Floor work 	<p>REAL PE – Year 2 Unit 3</p> <ul style="list-style-type: none"> • Balance on a line • Static balance – stance 			
REAL PE Year 1/2 Cycle B	<p>REAL PE – Year 2 Unit 4</p> <ul style="list-style-type: none"> • Ball skills – coordination • Counter balance with partner 	<p>REAL PE – Year 1 Unit 5</p> <ul style="list-style-type: none"> • Sending & receiving • Agility – reaction/response 	<p>REAL PE Year 2 Unit 1</p> <ul style="list-style-type: none"> • Coordination – footwork • Balance (one leg) 	<p>REAL PE – Year 1 Unit 2</p> <ul style="list-style-type: none"> • Dynamic balance – jumping & landing • Static balance – seated 	<p>REAL PE – Year 2 Unit 6</p> <ul style="list-style-type: none"> • Agility – ball chasing • Floor work 	<p>REAL PE – Year 1 Unit 3</p> <ul style="list-style-type: none"> • Balance on a line • Static balance – stance 			
Year 1/2 Cycle A	<p>Year 1 Objectives</p> <p>Ball skills – throwing & catching</p> <ul style="list-style-type: none"> • throw underarm • move and stop safely • throw and catch with both hands • throw and kick in different ways 	<p>Suggested planning to refer to: TWINKL Year 1</p>	<p>Year 1 Objectives</p> <p>Ball skills – bat & ball</p> <ul style="list-style-type: none"> • hit a ball with a bat <p>move and stop safely</p> <p>Year 2 Objectives</p> <p>Ball skills – hitting & striking, leading to</p>	<p>Suggested planning to refer to: TWINKL Year 2</p>	<p>Creative dance (TWINKL THE SEASONS – SCIENCE LINK)</p> <ul style="list-style-type: none"> • move to music • copy dance moves • perform my own dance moves • make up a short dance • move safely in a space 	<p>Gymnastics (TWINKL LANDSCAPES&CITYSCAPES – GEOG LINK)</p> <ul style="list-style-type: none"> • plan and perform a sequence of movements • improve my sequence based on feedback • think of more than one way to create a sequence which follows some ‘rules’ 	<p>Invasion games</p> <ul style="list-style-type: none"> • Group games • Making rules 	<p>Year 1 Objectives</p> <p>Athletics</p> <ul style="list-style-type: none"> • copy and remember actions • talk about what is different from what I did and what someone else did <p>Year 2 Objectives</p>	<p>Suggested planning to refer to: TWINKL Year 1</p>

	Year 2 Objectives Ball skills – throwing & catching, leading to games <ul style="list-style-type: none"> use hitting, kicking and/or rolling in a game decide the best space to be in during a game use one tactic in a game follow rules 	Suggested planning to refer to: TWINKL Year 2	games <ul style="list-style-type: none"> use hitting, kicking and/or rolling in a game decide the best space to be in during a game use one tactic in a game follow rules 	Suggested planning to refer to: TWINKL Year 1	Creative Dance (TWINKL TOYS – HIST LINK) <ul style="list-style-type: none"> change rhythm, speed, level and direction in my dance dance with control and coordination make a sequence by linking sections together use dance to show a mood or feeling 	<ul style="list-style-type: none"> work on my own and with a partner 	Gymnastics (TWINKL ANIMALS – SCIENCE AND ENGLISH LINK) <ul style="list-style-type: none"> make my body curled, tense, stretched and relaxed control my body when travelling and balancing copy sequences and repeat them roll, curl, travel and balance in different ways 	Cross Cultural Dance (LINK TO RE OR GEOG IF POSS) <ul style="list-style-type: none"> change rhythm, speed, level & direction in dance dance with control & coordination make a sequence by linking sections together use dance to show a mood or feeling 	Athletics <ul style="list-style-type: none"> copy actions repeat actions and skills move with control and care use equipment safely 	Suggested planning to refer to: TWINKL Year 2			
REAL PE Year 3/4 CYCLE A	REAL PE – Year 3 Unit 3 <ul style="list-style-type: none"> Dynamic balance on a line Coordination – ball skills 		REAL PE – Year 4 Unit 4 <ul style="list-style-type: none"> Coordination – sending & receiving Counter balance with partner 		REAL PE – Year 3 Unit 1 <ul style="list-style-type: none"> Coordination – footwork Static balance (one leg) 		REAL PE- Year 4 Unit 2 <ul style="list-style-type: none"> Dynamic balance – jumping & landing Static balance – seated 		REAL PE – Year 3 Unit 5 <ul style="list-style-type: none"> Agility – reaction/response Static Balance – floor work 		REAL PE – Year 4 Unit 6 <ul style="list-style-type: none"> Agility – ball chasing Static balance - stance 		
REAL PE Year 3/4 CYCLE B	REAL PE – Year 4 Unit 3 <ul style="list-style-type: none"> Dynamic balance on a line Coordination – ball skills 		REAL PE – Year 3 Unit 4 <ul style="list-style-type: none"> Coordination – sending & receiving Counter balance 		REAL PE – Year 4 Unit 1 <ul style="list-style-type: none"> Coordination – footwork Static balance (one leg) 		REAL PE – Year 3 Unit 2 <ul style="list-style-type: none"> Dynamic balance – jumping & landing Static balance – seated 		REAL PE – Year 3 Unit 6 <ul style="list-style-type: none"> Agility – ball chasing Static balance - stance 		REAL PE – Year 4 Unit 5 <ul style="list-style-type: none"> Agility – reaction/response Static Balance – floor work 		
Year 3/4 CYCLE A	Ball skills & kicking – Tag Rugby <ul style="list-style-type: none"> throw and catch with control be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 		Ball & stick skills – Hockey <ul style="list-style-type: none"> hit a ball accurately with control keep possession of the ball vary tactics and adapt skills depending on what is happening in a game 		Creative Dance (TWINKL RAINFORESTS GEOG LINK) <ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group repeat, remember and perform phrases 		Creative Dance (TWINKL WATER – SCI LINK) <ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 		Cross Cultural Dance (LINK TO RE OR GEOG IF POSS) <ul style="list-style-type: none"> improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group repeat, remember and perform phrases 		Athletics Year 3 Objectives <ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 		Suggested planning to refer to: TWINKL Year 4
Year 3/4 CYCLE B	Ball skills & kicking – Football <ul style="list-style-type: none"> catch with one hand throw and catch accurately hit a ball accurately with control keep possession of the ball vary tactics and adapt skills depending on what is happening in a game 		Ball skills & kicking – Netball <ul style="list-style-type: none"> throw and catch with control be aware of space and use it to support team-mates and to cause problems for the opposition know and use rules fairly 		Gymnastics (TWINKL MOVEMENT) <ul style="list-style-type: none"> work in a controlled way include change of speed and direction include a range of shapes work with a partner to create, repeat and improve a sequence with at least three phases 		Gymnastics (TWINKL MOVEMENT) <ul style="list-style-type: none"> adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance compare and contrast gymnastic sequences 		Rounders <ul style="list-style-type: none"> catch with one hand throw and catch accurately hit a ball accurately with control keep possession of the ball vary tactics and adapt skills depending on what is happening in a game 		Year 4 Objectives <ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 		Suggested planning to refer to: TWINKL Year 3
REAL PE Year 4/5 CYCLE A	Year 4 REAL PE Unit 3 <ul style="list-style-type: none"> Dynamic balance on a line Coordination – ball skills 		Year 5/6 REAL PE Unit 6 <ul style="list-style-type: none"> Coordination – sending & receiving Agility – ball chasing 		Year 4 REAL PE Unit 1 <ul style="list-style-type: none"> Coordination – footwork Static balance (one leg) 		Year 5/6 REAL PE Unit 4 <ul style="list-style-type: none"> Dynamic balance to agility – jumping & landing Static balance – one leg 		Year 4 REAL PE Unit 5 <ul style="list-style-type: none"> Agility – reaction/response Static Balance – floor work 		Year 5/6 REAL PE Unit 2 <ul style="list-style-type: none"> Static balance – seated Static Balance – floor work 		
REAL PE Year 4/5 CYCLE B	Year 5/6 REAL PE Unit 5 <ul style="list-style-type: none"> Static Balance – stance Coordination – footwork 		Year 4 REAL PE <ul style="list-style-type: none"> Agility – ball chasing Static balance – stance 		Year 5/6 REAL PE Unit 3 <ul style="list-style-type: none"> Dynamic balance on a line Counter balance with a partner 		Year 4 REAL PE Unit 4 <ul style="list-style-type: none"> Coordination – sending & receiving Counter balance 		Year 5/6 REAL PE Unit 1 <ul style="list-style-type: none"> Coordination – ball skills Agility – reaction/response 		Year 4 REAL PE Unit 2 <ul style="list-style-type: none"> Dynamic balance – jumping & landing Static balance – seated 		
Year 4/5 CYCLE A	Ball skills & kicking – Football <ul style="list-style-type: none"> catch with one hand throw and catch accurately hit a ball accurately with control keep possession of the ball vary tactics and adapt skills depending on what is happening in a game 		Ball & stick skills – Hockey <ul style="list-style-type: none"> hit a ball accurately with control keep possession of the ball vary tactics and adapt skills depending on what is happening in a game 		Gymnastics (TWINKL MOVEMENT) <ul style="list-style-type: none"> work in a controlled way include change of speed and direction include a range of shapes work with a partner to create, repeat and improve a sequence with at least three phases 		Gymnastics (TWINKL MOVE OR ALIEN ENCOUNTERS) <ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audience 		Rounders <ul style="list-style-type: none"> catch with one hand throw and catch accurately hit a ball accurately with control keep possession of the ball vary tactics and adapt skills depending on what is happening in a game 		Athletics Year 4 Objectives <ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do 		Suggested planning to refer to: TWINKL Year 4

PE CURRICULUM MIXED AGE OVERVIEW

Year 4/5 CYCLE B	Ball skills – Tag Rugby <ul style="list-style-type: none"> gain possession by working as a team pass in different ways use forehand and backhand with a racket field choose a tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	Ball skills – Football <ul style="list-style-type: none"> gain possession by working as a team pass in different ways field choose a tactic for defending and attacking use a number of techniques to pass, dribble and shoot 	Gymnastics (TWINKL MOVE OR ALIEN ENCOUNTERS) <ul style="list-style-type: none"> make complex extended sequences combine action, balance and shape perform consistently to different audience 	Creative Dance (TWINKL WATER – SCI LINK) <ul style="list-style-type: none"> take the lead when working with a partner or group use dance to communicate an idea 	Tennis <ul style="list-style-type: none"> pass in different ways use forehand and backhand with a racket choose a tactic for defending and attacking 	Year 5 <ul style="list-style-type: none"> control when taking off and landing throw with accuracy combine running and jumping 	Suggested planning to refer to: TWINKL Year 5
Year 6	Year 5/6 REAL PE Unit 5 <ul style="list-style-type: none"> Static balance – seated Static Balance – floor work 	Year 5/6 REAL PE Unit 1 <ul style="list-style-type: none"> Coordination – ball skills Agility – reaction/response 	Year 5/6 REAL PE Unit 4 <ul style="list-style-type: none"> Dynamic balance to agility – jumping & landing Static balance – one leg 	Year 5/6 REAL PE Unit 3 <ul style="list-style-type: none"> Dynamic balance on a line Counter balance with a partner 	Year 5/6 REAL PE Unit 6 <ul style="list-style-type: none"> Coordination – sending & receiving Agility – ball chasing 	Year 5/6 REAL PE Unit 5 <ul style="list-style-type: none"> Static Balance – stance Coordination – footwork 	
Year 6	Outdoor & Adventurous <ul style="list-style-type: none"> follow a map in an unknown location use clues and a compass to navigate a route change my route to overcome a problem use new information to change my route plan a route and a series of clues for someone else plan with others taking account of safety and danger 	Invasion Games - Netball <ul style="list-style-type: none"> play to agreed rules explain rules umpire make a team and communicate plan lead others in a game situation 	Gymnastics (TWINKL MOVEMENT OR RIVERS & MOUNTAINS) <ul style="list-style-type: none"> combine my own work with that of others link sequences to specific timings 	Dance (TWINKL ELECTRICITY) <ul style="list-style-type: none"> develop sequences in a specific style choose my own music and style 	Cricket <ul style="list-style-type: none"> play to agreed rules explain rules umpire make a team and communicate plan lead others in a game situation 	Athletics <ul style="list-style-type: none"> demonstrate stamina 	

If swimming, the classes should miss a Real PE Year 6 as it's Year 5/6 planning, so they should cover in Y5 or Y6.

CLUBS TO LINK TO PE CURRICULUM

AUTUMN

YEAR 1/2 BALL SKILLS/MULTISKILLS

YEAR 4/5 - FOOTBALL

YEAR 6 – NETBALL

SPRING

DANCE OR GYM – ALL YEARS

SUMMER

YEAR 3 – TAG RUGBY

ROUNDERS – YEAR 4

TENNIS – YEAR 5

CRICKET – YEAR 6

ATHLETICS – ALL YEARS

OTHER IDEAS FOR CLUBS

GARDENING CLUB – AUT, SPR, SUM – ALL YEARS

COOKING/HEALTHY EATING – AUT, SPR, SUM – ALL YEARS

SKIPPING CLUB – Y1-3 – SUMMER TERM

RUNNING CLUB - Y4-6 – AUT TERM (LINK TO CROSS COUNTRY)

Progression of games

Ball Skills – Throwing and catching – Years 1-2

Ball Skills – Hitting and striking – Years 1-2

Tag Rugby – Year 3 and 4

Netball – Year 3 and 6

Football – Year 4 and 5

Athletics – all

Cricket, tennis, rounders and hockey only covered once

Dance Spring 1/Gymnastics Spring 2 – Years 1-3

Gymnastics Spring 1/Dance Spring 2 – Years 4-6