

Physical Education (PE)

Curriculum Principles

By the end of Year 6, a student of PE at Dixons Manningham Primary will:

- Have developed a secure foundation of basic movement, balance, co-ordination, flexibility and agility skills which allow students to apply these basic principles to a range of sports.
- Have a secure knowledge of how the body works in response to physical exercise and diet; being able to confidently articulate the changes which occur physiologically during a warm-up and cool down as well as the increased physical demands sport has on their body.
- Know the physical, mental and social benefits of lifelong participation in physical activity and have considered the negative impacts of a sedentary lifestyle.
- Have developed a knowledge of a secure range of Primary level sports and activities alongside leadership and team building skills which will allow them to make informed choices about future sports participation.

In order to maximise participation and enjoyment within PE, units were adapted in 2022-2023. Research shows that students within KS1 exercise fully during PE lessons and generally more active outside of PE lessons. Whereas students in KS2 are less active outside of PE lessons. As such we are trialling a different approach this year with one structured PE lesson per class in KS2 (which follows the National Curriculum) and one Active Lesson, where students are encouraged to choose an activity that they enjoy and be active with that for at least 30 minutes.

Our focus throughout 2022-2023 will be to increase engagement in activity and reduce sedentary time over the course of the year all students will access physical activity in a range of ways including through Forest School.

Students will cover the following area of learning across each academic year:

Games (2 units), Dance (1 units), Gymnastics (1 units), Athletics (1 units), Outdoor and Adventure (1 unit)

The sequence of knowledge is underpinned by the following strategic anchors:

- being able to talk about the changes to their body when exercising and explain why these changes occur
- lead appropriate warm up and cool downs for others
- utilise running, jumping, throwing and catching in isolation and combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- perform dances using a range of movement patterns and take leadership with designing personal routines alongside others
- develop secure flexibility, strength, balance and co-ordination, technique and control
- demonstrate team work and leadership skills across a variety of areas
- demonstrate secure communication skills with others across all areas of learning

The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- on the benefits of how physical activity positively impacts on health and well-being across all areas of life, not just during the time when active sports participation is taking place
- promote how being positively engaged with sport/physical activity can have a positive impact on other aspects of 'self', such as self-confidence, resilience, perseverance and relationship development
- PE will work closely with our Science, PSHCE and Heart, Mind, Soul & Health (HMSH) curriculum topics in order to create a well-rounded, fully balanced learning experience which ties in knowledge across the curriculum areas for every key stage

PE Curriculum Overview

Cycle 1	Cycle 2	Cycle 3
Indoor - Gymnastics Unit 1	Indoor - Games Unit 2	Indoor - Gymnastics Unit 2
Hop, bounce, spring and skip in different directions; forwards, backwards, sideways	Know and show, both indovidually and in pairs, how to throw and catchh using a	Demonstrate different ways of travelling on small and large parts of the body
Bounce using feet in different combinations and repeat a pattern of movements Jump from one foot to two feet and from	variety of apparatus Send a ball, beanbag or quoit one-handed, using underarm throw, roll or kick	Know which small parts of the body can safely take weight and show high and low balanced positions using different
one foot to the other foot and understand how to land safely	Aim consistently into, between, at or over a variety of targets using a range of small	combinations Balance upon large body parts and know
Identify, describe and show 'thin' and 'wide' shapes and turning jumps	equipment Understand the concept of aiming games	how to vary the shape of the balances Select two balances and link them together
Understand high and low levels and link two jumps with a low-level movement	and how to make their games harder Play an aiming game co-operatively with a	showing control and change of speed Make a simple balanced shape for a partner
Apply, adapt and transfer all these ideas,	partner and keep score	to step over or travel underneath
actions and linked movements to simple, low-level apparatus at every stage of learning	Outdoor - Athletics Unit 1	Select, apply, adapt and transfer knowledge skills and understanding to simple apparatus at every stage of learning
-	Demonstrate some basic jumps and show very simple combinations	
Outdoor - Games Unit 1	Move at different speeds with some control	Outdoor - Outdoor and Adventurous
Demonstrate co-ordication when passing a ball around different parts of the body	Demonstrate the underarm throw and the basic two-handed push throw	Use careful observation skills Communication and collaborate with a
Bounce and pat-bounce a ball with a degree of control	Engage in challenges with some confidence and success	partner Begin to use knowledge of the world to
Understand how to send, receive, kick and dribble a ball and practise to improve the skills	Describe what happens to breathing and temperature as they move	group items according to natural and un- natural
Show a degree of control when sending and receiving a range of equipment	Identify some different ways of travelling, jumping and throwing	Work co-operatively as a team to solve a problem
Understand that they must 'get in line' with a ball to receive it	Indoor - Dance	Respond positively to challenge within a group situation
Send a ball in various ways to play individual	Focus on balance, co-ordination, movement & rhythm.	Use tactics to respond to increasing pressures/limits
or partner target games	Sequences of dance movements as a whole class group and smaller break off groups.	Widen sensory experiences to develop communication, co-operation and
Indoor - Dance	Short performances and feedback.	teamwork Develop understanding of simple
Focus on balance, co-ordination, movement & rhythm.	Difficulty and technical level increases as year groups progress through school.	orientation & movement around areas Succeed finding a range of objects
Sequences of dance movements as a whole class group and smaller break off groups.	Dance genres change within each of the cycles to involve a variety of experiences e.g.	Forest School
Short performances and feedback. Difficulty and technical level increases as	street dance, contemporary, hip hop etc	Indoor - Games Unit 4
year groups progress through school. Dance genres change within each of the	Outdoor - Games Unit 3 Steer a ball along the ground with a bat in a	Play safely with a partner in running
cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc	controlled way using different directions and weaving through slaloms	games and when using equipment Throw and catch individually and in pairs
Outdoor - Team Building	Balance a ball on a bat when standing or	using a variety of apparatus including hoops
See user manual from team building at school scheme. Developing;	walking Hit a ball with a bat, upwards and downwards, with some control	Kick and dribble a ball with control and roll and retrieve a hoop
Physical fitness	Send a ball along the ground and through	Practise and develop standing and receiving skills in co-operative games
Problem solving skills	the air for a partner to catch or receive	with a partner
Team building Resilience	Understand and show skipping with a rope Use steering, hitting along the ground and	Demontrate how to change the game to
Co-operation	through the air for a partner to receive	make it harder
Creativity	Understand and show skipping with a rope	Outdoor - Athletics Unit 2
Communication	Use steering, hitting along the ground and hitting in the air to play individual and co- operative target games	Demonstrate basic jumps and make up simple combinations with a partner
		Move at different speeds and change direction with a pivot action
		Demonstrate the overarm throw and show increasing accuracy into targets
		Use skills to meet different challenges

		Describe what happens to their heart, breathing and temperature when they engage in different types of activity Explain what they have to do to perform
		better
Indoor - Gymnastics Unit 1 Show various ways of travelling and balancing with the body close to or far away from the ground or apparatus Understand and demonstrate various ways of travelling and balancing with different	Indoor - Games Unit 2 Send and receive with consistency, co- ordination and control using a variety of equipment Demonstrate accuracy when using hands and feet in different ways to pass or aim	Indoor - Gymnastics Unit 2 Understand and show different pathways on the floor – straight, zig-zag and curning and travel along them in different directions Show an understanding of different speeds and levels
parts of the body being the highest point or the closest to the ground Take weight confidently on hands to lift the feet high	Understand and use simple tactics Observe and copy a partner's game then improve it	Understand and identify appropriate movement to travel along different shaped pathways
Plan and link together two or three movements showing control and co- ordination and an awareness of contrast in speed Travel underneath a partner who is holding	Choose and use appropriate equipment for the games they create with a partner and individually Make up rules and know how to make a game harder	Select and link together three different ways of travelling to create an interesting pathway – beginning, middle and end Observe and copy a partner in formation to show different pathways and link appropriate movement
a balanced bridge position Transfer, modify and applt the ideas and linked movement to the appropriate apparatus at every stage of learning, with the ephesis being on body parts close to, and	Outdoor - Athletics Unit 1 Use various take-offs and landings to jump for height and distance Run to create an even pace	Transfer and apply the knowledge, understanding, individual skills and linked movements to apparatus at every stage of learning
far away from, the apparatus	Demonstrate the underarm throw for accuracy and distance	Outdoor - Outdoor and Adventurous
Outdoor - Games Unit 1	Use skills they have developed to meet	Follow a trail carefully Remember a set of items
Throw, catch and bounce with one or two hands or different parts of the body using a variety of equipment	different challenges Describe what happens to their breathing and temperature when they have been	Learn how to communicate effectively Work with a partner
Understand and use 'beat your own record' activities to put skills under pressure and improve performance	moving in different ways Watch a partner and describe what they are doing	Practise working as a team to solve problems Widen sensory experiences
Throw, catch and bounce when in a stationary position or moving about the	Indoor - Dance	Develop communiaction, co-operation & team work
playing area and aiming on a target Understand and use a range of strategies for	Focus on balance, co-ordination, movement & rhythm.	Develop understanding of simple plans Familiarise with simple plans
making games harder Understand how to make up rules and score points	Sequences of dance movements as a whole class group and smaller break off groups. Short performances and feedback.	Understand the idea of a 'birds eye view' Use and experiment with a range of positions and decide on the best ones
Indoor - Dance	Difficulty and technical level increases as year groups progress through school.	Forest School
Focus on balance, co-ordination, movement & rhythm.	Dance genres change within each of the cycles to involve a variety of experiences e.g.	Indoor - Games Unit 4
Sequences of dance movements as a whole class group and smaller break off groups.	street dance, contemporary, hip hop etc	Demonstrate consistency and accuracy in bouncing, kicking, throwing, catching and striking skills
Short performances and feedback. Difficulty and technical level increases as year groups progress through school.	Outdoor - Games Unit 3 Show continuous and controlled dribbling with feet, hands, bat or stick and know how	Select appropriate equipment when playing the games and demonstrate quicker passing and receiving skills
Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc	to change the speed and direction Understand and demonstrate striking, passing and receiving with a partner using a	Play with confidence in varying group formations
Outdoor - Team Building	range of equipment Identify and use simple attacking and	Invent rules and explain how they can improve a game
See user manual from team building at school scheme. Developing;	defending strategies	Understand and use simple tactics to work as a team
Physical fitness Problem solving skills	Play co-operative and competitive striking, net and invasion type games with	
Team building	a partner	Outdoor - Athletics Unit 2
Resilience	Know how to score and understand how to improve	Demonstrate a range of take-off and landings and combine some of them into
Co-operation Creativity Communication		patterns of jumping

Indoor - Gymnastics Unit 1 Indoor - Games Unit 2 Travel showing a range of stretched, cured and arched stages and joint together two or more contrasting actions Indoor - Games Unit 2 Travel showing a range of stretched, cured and arched stages and joint together two or more contrasting actions Indoor - Games Unit 2 Demonstrate stretched stretched, cured and arched stages and joint together two or more contrasting strotes Indoor - Games Unit 2 Demonstrate stretched stretched, cured and arched stages and joint together two or more contrasting strotes Indoor - Games Unit 2 Demonstrate stretched stretched, cured and arched stages and joint together two or more contrasting strotes Indoor - Gymastics Unit 2 Compose a showing an understanding of high, medium and low clicettow stretched stretched to under equipment Indoor - Gymastics Unit 2 Identify and perform matching shapes with the game fairer, stef and more challenging clicettow and geed show how to low iton smoothy over different tevels Indoor - Games Unit 3 Indoor - Games Unit 3 Cure Learning & Forest School Indoor - Athletics Number Stages of diabaction of performance & hytytim. Ready hytytim. Strete and a symmetrical and symmetrical asymmetrical shapes. Cure Learning Cortors admark with neach of the sprupe progress trovage shows and there stret darke, contemporary, hip hop etcher the stuation Cure Cames Unit 2 Indoor - Gymastics Uni			
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Short performances and feedback.Recognise there are different styles of running, jumping and throwing and that they need to choose the appropriate one for the situationtarget areaDance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etcUnderstand about pacing their activity Carry out mobility and warm up activities safelyUnderstand about pacing their activity Carry out mobility and warm up activities safelyUnderstand about pacing their activity Carry out mobility and warm up activities safelyMake judgements about how best to intercept a ball travelling towards, to or side, or beyond the fielderIndoor - Gymnastics Unit 1 ldentify and use a variety of body parts for supporting balances and understand which combinations produce the most stable basesIndoor - Games Unit 2 Negotiate, plan and make collective decisions of the nature, shape and construction of the gameIndoor - DanceIndoor - Gymnastics Unit 1 supporting balances and understand which combinations produce the most stable basesIndoor - Games Unit 2 Negotiate, plan and make collective decisions of the nature, shape and construction of the gameIndoor - DanceIndoor - Gumestand and understand which combinations produce the most stable basesNegotiate, plan and make collective decisions of the nature, shape and construction of the gameSequences of dance movements as a wi	Sequences of dance movements as a whole		Strike a ball with confidence and control
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Indoor - Gymnastics Unit 1 Indoor - Games Unit 2 Indoor - Games Unit 2 Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases Indoor - Games Unit 2 Indoor - Dance For supporting balances and understand which combinations produce the most stable bases Negotiate, plan and make collective decisions of the nature, shape and construction of the game Sequences of dance movements as a with the stable bases	cycles to involve a variety of experiences e.g.	Carry out mobility and warm up activities	Understand and identify good striking
Indoor - Gymnastics Unit 1Indoor - Games Unit 2Indoor - DanceIdentify and use a variety of body parts for supporting balances and understand which combinations produce the most stable basesIndoor - Games Unit 2Indoor - DanceSequences of dance movements as a wite Sequences of dance movements as a witeSequences of dance movements as a witeSequences of dance movements as a wite			intercept a ball travelling towards, to one
Indoor - Gymnastics Unit 1 Indoor - Games Unit 2 Indoor - Dance Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases Indoor - the mature, shape and construction of the game Focus on balance, co-ordination, movem & rhythm.			Combine the skills to play effectively in a small sides striking/fielding game and use siple attacking and defending tactics
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Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable basesNegotiate, plan and make collective decisions of the nature, shape and construction of the gameFocus on balance, co-ordination, movem & rhythm.Sequences of dance movements as a wh	Indoor - Gymnastics Unit 1	Indoor - Games Unit 2	Indoor - Dance
	Identify and use a variety of body parts for	Negotiate, plan and make collective decisions of the nature, shape and	Focus on balance, co-ordination, movement
	Demonstrate a variety of balanced	Select and use skills and tactics appropriate	Sequences of dance movements as a whole class group and smaller break off groups.
positions, including ones with feet high and understand about body tension and quality of performancefor the type of gameShort performances and feedback.Understand and transfer principles of play from known games to use in their own gameDifficulty and technical level increases 	understand about body tension and quality	Understand and transfer principles of play	Difficulty and technical level increases as
Understand that the same base can support different shaped balances and demonstrate contrasting shapes	Understand that the same base can support different shaped balances and demonstrate	Make up rules and be prepared to modify	year groups progress through school.

YEAR 4

Create and perform a sequence which combines four or more balances with travelling movements, jumps or rolls	Adapt rules in agreement with others Work co-operatively in groups of varying sizes to organise and keep their game going	Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc
Transfer and extend all these ideas and skills onto suitable complex arrangements of apparatus at every stage of learning	Active Learning, Swimming & Forest	Active Learning & Swimming
	School	Indoor - Games Unit 2
Active Learning & Swimming Indoor - Dance Focus on balance, co-ordination, movement & rhythm. Sequences of dance movements as a whole class group and smaller break off groups. Short performances and feedback. Difficulty and technical level increases as year groups progress through school. Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc	Indoor - Gymnastics Unit 1 Identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases Demonstrate a variety of balanced positions, including ones with feet high and understand about body tension and quality of performance Understand that the same base can support different shaped balances and demonstrate contrasting shapes Create and perform a sequence which combines four or more balances with travelling movements, jumps or rolls Transfer and extend all these ideas and skills onto suitable complex arrangements of apparatus at every stage of learning	Indoor - Games Unit 2 Negotiate, plan and make collective decisions of the nature, shape and construction of the game Select and use skills and tactics appropriate for the type of game Understand and transfer principles of play from known games to use in their own game Make up rules and be prepared to modify them to make the game more challenging Adapt rules in agreement with others Work co-operatively in groups of varying sizes to organise and keep their game going
Indoor - Gymnastics Unit 1	Indoor - Games Unit 2	Indoor - Gymnastics Unit 2
Identify and show a range of bridge shapes with back, front or side of the body towards the floor/apparatus Understand and demonstrate a variety of high and low level bridges and join to together with a rolling movement Travel in different directions showing a variety of bridge shapes Understand how to move smoothly into and from a variety of bridge shaoes individually and with a partner and create a sequence using variations in levels speeds and directions Understand the range of movements necessary to create a balanced sequence and be able to recognise when one is absent Transfer and extend all these ideas and skills into apparatus at every stage of learning	Choose and use skills which meet the specific needs of the ball handling invasion games Understand and show how a team can retain possession and find ways of progressing towards an opponent's goal; know how to mark an opponent effectively and defend a goal Demonstrate a range of skills, using one or two hands, for passing and receiving; carry, bounce and dribble the ball in a controlled manner whilst moving Find and use space to help their team and use a variety of tactics to keep the ball Work as a team in various small sided ball handling games and be able to transfer common principles of play and basic attacking strategies across the games	Identify and show the five basic jumps and demonstrate a variety of clear body shapes in the air Understand how to take off and land safely in different directions and join together three different jumps or a jump and a roll showing variations in pathway Spring from feet to hands and back to feet again Join together with a partner in a controlled manner a jump and roll to show contrasting body shapes Compose a sequence showing two different jumps, landings and rolls, and one action of flight taking weight from feet to hands to feet Transfer all these skills and principles to suitable apparatus with safe and adequate landing areas
Active Learning	Active Learning & Forest School	Active Learning
Indoor - Dance	Indoor - Dance	Active Learning
Indoor - Dance Focus on balance, co-ordination, movement & rhythm. Sequences of dance movements as a whole class group and smaller break off groups. Short performances and feedback. Difficulty and technical level increases as year groups progress through school. Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc	Focus on balance, co-ordination, movement & rhythm. Sequences of dance movements as a whole class group and smaller break off groups. Short performances and feedback. Difficulty and technical level increases as year groups progress through school. Dance genres change within each of the cycles to involve a variety of experiences e.g. street dance, contemporary, hip hop etc	Indoor - Athletics Unit 2 Sustain their pace over longer distances Throw with greater control and accuracy Performa a range of jumps showing control and consistency at both take-off and landing Work safely in small groups and take turns Understand the principles of take-over and apply them at speed Understand and perform a range of warm up activities Watch a partner's performance. Identify good point and suggest ways of improving

Outdoor - Games Unit 1	Outdoor - Athletics Unit 1	Outdoor - Games Unit 4
Understand and demonstrate a range of	Sustain their pace over longer distances	Understand and demonstrate a range of
controlled passing, receiving, striking,	Throw with greater control, accuracy and	controlled passing, receiving, dribbling and
dribbling and shooting skills when kicking or	efficiency	shooting skills when playing in ball-handling
using an implement and adapt them to meet the needs of the sitatuation	Perform a range of jumps showing power,	invasion games and adapt them to meet the needs of the situation
Play in a range of small sided games and	control and consistency at both take-off and	Play in a range of small sided games and
make effective choices about when, how	landing Know and understand the basic principles of	make effective choices about when, how
and where to pass so they retain possession	relay take overs and confidently take part in	and where to pass so they retain possession
and progress towards an opponent's goal	relay races	and progress towards an opponent's goal
Know and understand the positions they	Explain how warming up can affect	Know and understand the positions they
play and identify and show specific attacking and defending skills	performance and perform a range of warm	play and identify and show specific attacking and defending skills
Understand how to organise their team into	up activities	Understand how to organise their team into
different formations to concentrate more on	Watch a performance and be able to pick out the main strengths and weaknesses and	different formations to concentrate more on
attack or defense and recognise how to	suggest improvements	attack or on defence; recognise how to
transfer these principles to other invasion games		transfer these principles to other invasion games
Recognsie and describe the best parts in an	Active Learning	games
individual or team performance; identify		Active Learning
aspects that need improvement and suggest		
how to improve them	Outdoor - Games Unit 3	
	Know, understand and show the correct	Outdoor - Athletics Unit 2
Active Learning & Forest School	striking stance and direct the ball away from	Sustain their pace over longer distances
	fielders using different angles and speeds Bowl in competitive situations and	Throw with greater control, accuracy and
Outdoor, Toors Building	understand strategies that can be deployed	efficiency
Outdoor - Team Building	between bowler, wicket keeper, back-stop	Perform a range of jumps showing power,
See user manual from team building at school scheme. Developing;	and bases	control and consistency at both take-off and landing
Physical fitness	Field the ball and return it with an overarm	Know and understand the basic principles of
Problem solving skills	throw and know when to run after hitting the ball	relay take overs and confidently take part in
Team building	Play confidently and effectively in a range of	relay races
Resilience	small sided striking/fielding games and work	
Co-operation	as a team	Explain how warming up can affect
Creativity	Recognise and identify what needs to be	performance and perform a range of warm up activities
Communication	improved in their performance and can suggest ways of doing it	Watch a performance and be able to pick
		out the main strengths and weaknesses and
Residential – Outdoor & Adventurous		suggest improvements