



Long Term Scheme of Work for Physical Education

Curriculum Intent: At Dashwood Banbury Academy we understand that play, sport and physical activity hold the key to not only our pupils' well-being in the physical sense, but also in terms of their mental health. Our key priority is to support our pupils to discover for themselves the joy of movement and physically-demanding activity; to use sport's transformative power to benefit every pupil to become physically confident and resilient; succeed and excel in competitive sport and other activities to build character and embed life-long values of respect and fairness.

Whole School thread:

- i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life
- ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports
- iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy

Year group N	<u>Whole School thread:</u> i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy		
	'Need to knows'	Skills	Key Vocabulary
	A sportsperson: → Uses different movements with increasing confidence and competence (i, ii)	→ Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling,	Introduce: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl,

	<ul style="list-style-type: none"> → Knows that balance helps you to move safely as an individual and with others (i, ii) → Know ways to engages in competitive (against self and against others) and co-operative physical activities, in a range of increasingly challenging situations (ii, iii) → To know how precise and controlled movements (agility) help to move around a space with coordination (i, ii) → Knows their eyes and hand coordination to catch (i, ii) → Knows how their body changes when they exercise (i) → Knows how their body movements can be used to express feelings and how dancers use music to express themselves/show feeling (ii) 	<p>crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> → Mount stairs, steps or climbing equipment using alternate feet. → Walk downstairs, two feet to each step while carrying a small object. → Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. → Stand momentarily on one foot when shown. → Catch a large ball. → Observe the effects of activity on their bodies → Develop preferences for forms of expression. → Use movement to express feelings. → Move with controlled effort. 	<p>walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow</p>
Year Group R	<p><u>Whole School thread:</u></p> <p>i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life</p> <p>ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports</p> <p>iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy</p>		
	<p>‘Need to knows’</p> <p>A sportsperson:</p> <ul style="list-style-type: none"> → Knows how to use different movements for different tasks and on different equipment (ii) → To know ways to keep safe when moving into space and landing (ii) → Knows how to keep control of an object in different ways (ii) → Know ways to engage in competitive (against self and against others) and co-operative physical activities, in a range of increasingly challenging situations (ii, iii) → Knows how to look after their body and keep it healthy (i) 	<p>Skills</p> <ul style="list-style-type: none"> → Experiment with different ways of moving. → Jump off an object and lands appropriately. → Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. → Travel with confidence and skill around, under, over and through balancing and climbing equipment. → Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. → Show increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<p>Key Vocabulary</p> <p>Recap: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow</p> <p>My Personal Best: Curiosity, self-belief, Gratitude</p>

	<ul style="list-style-type: none"> → Knows how body movements can be used to express feelings and create gestures to express myself (ii) → To know ways to build a repertoire of dances and movements (ii) 	<ul style="list-style-type: none"> → Eat a healthy range of foodstuffs and understands the need for variety in food to contribute to good health. → Show some understanding that good practices with regard to exercise can contribute to good health. 	
Year Group 1	<u>Whole School thread:</u> i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy		
	‘Need to knows’	Skills	Key Vocabulary
	A sportsperson: <ul style="list-style-type: none"> → Knows ways to throw underarm and catch confidently with both hands (ii) → To know ways to hit a ball with equipment (ii) → Knows that coordination helps us to kick in different ways (ii) → To know how to engage in competitive (against self and against others) and co-operative physical activities, in a range of increasingly challenging situations (ii, iii) → To know how to balance on different body parts and make shapes with their body to move in different ways (ii) → To know that combining different movements creates a sequence to perform (ii) A swimmer: <ul style="list-style-type: none"> → Knows how to enter water safely and with confidence (ii) 	<ul style="list-style-type: none"> → Throw underarm. → Hit a ball with a bat. → Move and stop safely. → Throw and catch with both hands. → Throw and kick in different ways. → Perform running, jumping and throwing skills in athletic events. → Decide where to stand to make a game difficult for the other team. → Balance on points of my body with control. → Copy sequences and repeat them. → Roll, curl, travel and balance in different ways. → Move to music with control. → Copy dance moves. → Perform my own dance moves. → Make up a short dance. → Use the space safely. → Choose the best movements to show different ideas. → Say what I like about a performance and begin to link this to key skills. → Confident to get in the water and submerge head 	Revisit: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow Introduce: Throw, catch, kick, stop, move, curl, travel, balance, control, perform, space, submerge My Personal Best: Curiosity, self-belief, Gratitude, Imagination, honesty, empathy

Year Group 2	Whole School thread: i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy		
	‘Need to knows’	Skills	Key Vocabulary
	<p>A sportsperson:</p> <ul style="list-style-type: none"> → Knows that rules need to be followed → Knows the rules of games and uses a tactic applying the basic principles suitable for attacking and defending (ii) → Know how to confidently hit, kick and roll a ball (ii) → Knows how to engage in competitive (against self and against others) and co-operative physical activities, in a range of increasingly challenging situations (ii, iii) → To know that by working collaboratively a sequence can be created and improved after evaluating the performances of others (iii) → To know that a combination of different movements creates a sequence → To know that variations in speed, level, direction and rhythm to show a mood or feeling can be use in a performance (ii) <p>A swimmer:</p> <ul style="list-style-type: none"> → Knows how to move confidently in the water (ii) → Know and uses techniques for breathing in water (ii) 	<ul style="list-style-type: none"> → Use hitting, kicking and/or rolling in a game. → Throw, hit and catch a ball with increasing control and beginning to develop accuracy. → Pass a ball to a partner accurately over a variety of distances. → Become more confident when performing running/ jumping and throwing skills in an athletic event. → Decide the best space to be in during a game. → Use one tactic in a game. → Follow simple rules. → Show contrasts in movements, such as small/tall, straight/curved, wide/narrow. → Show control when balancing and travelling. → Plan and perform a sequence of movements on own and with a partner. → Think of more than one way to create a sequence which follows some ‘rules’. → Change rhythm, speed, level and direction in dance. → Dance with control and coordination. → Make a sequence by linking sections together. → Use dance to show a mood or feeling. → Identify how a performance could be improved. → Identify key features of a performance that are good. → Confidently move in the water (such as walking forwards and backwards.) → Blow bubbles rhythmically whilst my head is submerged. 	<p>Revisit: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow, throw, catch, kick, stop, move, curl, travel, balance, control, perform, space, submerge</p> <p>Introduce: rules, contrast, sequence, rhythm, speed, level, direction, coordination, improve, perform, performance</p> <p>My Personal Best: Imagination, honesty, empathy, courage, fairness, concentration</p>

Year Group 3	Whole School thread: i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy		
	‘Need to knows’	Skills	Key Vocabulary
	<p>A sportsperson:</p> <ul style="list-style-type: none"> → To know the rules that need to be followed in games and understand fair play and respect in competitive play (ii, iii) → Knows and can apply the basic principles suitable for attacking and defending (ii) → Knows strategies to keep control of a ball in a range of sports (ii) → Knows how to work collaboratively to create and improve a sequence and identifies how it compares to other performances (iii) → Knows the effect of exercise on their body and knows how to conserve energy (i) → Knows how strength and suppleness affects their performance and different movements (i, ii) → Knows how to use their legs to travel in water (ii) <p>A swimmer:</p> <ul style="list-style-type: none"> → Knows which apparatus to select to support their movement in water (ii) <p>When orienteering:</p> <ul style="list-style-type: none"> → Knows how maps can be used to find places on a route and navigate safely (ii) 	<ul style="list-style-type: none"> → Throw and catch with control using different techniques (e.g. over arm, under arm, putting, hurling.) → Strike a ball and field with control. → Keep possession of a ball using feet, hockey stick or hands. → Run at fast, medium and slow speeds; changing speed and direction. → Begin to sprint over short distances and conserve energy when running over long distances. → Jump in a number of different ways. → Aware of space and use it to support team-mates and to cause problems for the opposition. → Know and use rules fairly. → Adapt sequences to suit different types of apparatus and criteria. → Explain how strength and suppleness affect performance. → Compare and contrast gymnastic sequences. → 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. → State what has gone well and why, using this to identify improvements. → Swim 5 metres with an aid on my back and front. → Travel on my front and back by kicking my legs. → Follow a map in a familiar context. → Use clues to follow a route. 	<p>Revisit: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow, throw, catch, kick, stop, move, curl, travel, balance, control, perform, space, submerge, rules, contrast, sequence, rhythm, speed, level, direction, coordination, improve,</p> <p>Introduce: change direction, phrase, improvise, map, route, mutual respect, tolerance, team, fair/unfair, sense of justice</p> <p>My Personal Best: courage, fairness, concentration, resilience, trust, resourcefulness</p>

Year Group 4	<u>Whole School thread:</u> i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy		
‘Need to knows’		Skills	Key Vocabulary
A sportsperson: → Knows and uses a range of fair tactics and adapt skills in a game; applying the basic principles suitable for attacking and defending (ii) → Knows strategies to create and improve a sequence and identifies how it compares to other performances (iii) → Knows ways to keep possession of a ball in a range of sports (ii) → Knows how to keep control when using different speeds, directions and shapes to create and improve a sequence (ii) → Knows the effect of exercise on their body and knows how to conserve energy especially over long distances (i) → Knows how to sequence different movements and understands how developing strength, flexibility and suppleness affects their performance (i, ii) → Knows how to use own initiative and communicate clearly in a group (iii) A swimmer: → Knows how to use their legs to travel in water (ii) → Knows which apparatus will support movement in water (ii) When orienteering: → Knows how maps can be used to find places on a route and navigate safely (ii)		→ Catch with one hand. → Throw and catch with control and accuracy in a range of different games. → Hit a ball accurately with control. → Keep possession of the ball in a range of different games. → Sprint over short distances and conserve energy when running over long distances. → Throw in different ways and throw accurately to hit a target. → Jump in different ways, sometimes with a short run up. → Vary tactics and adapt skills depending on what is happening in a game. → Work in a controlled and balanced way. → Include a range of shapes, change of speed and direction when working with a partner on a sequence of movements. → Use dance to communicate an idea. → Understand that dance can express a variety of things. → Refine and improve dance movements and sequences. → Identify how my work is similar/different to others and use this to improve my performance. → Swim 5 to 10 metres on my back and front unaided. → Develop basic front crawl and backstroke techniques without using my arms. → Engage in strength training to develop body/circuit	Revisit: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow, throw, catch, kick, stop, move, curl, travel, balance, control, perform, space, submerge, rules, contrast, sequence, rhythm, speed, level, direction, coordination, improve, change direction, improvise, confidence, mutual respect, tolerance, team, fair/unfair, sense of justice Introduce: communication, solve, technique, strength, develop, integrity My Personal Best: resilience, trust, integrity, reflection. respect,

		<p>training to build resilience.</p> <p>→ Follow a map in a (more demanding) familiar context and use it to get from one place to another.</p> <p>→ Discuss with others how to solve problems.</p>	encouragement
<p>Year Group</p> <p>5</p>	<p><u>Whole School thread:</u></p> <p>i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life</p> <p>ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports</p> <p>iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy</p>		
‘Need to knows’		Skills	Key Vocabulary
<p>A sportsperson:</p> <ul style="list-style-type: none"> → Knows and use effective tactics within a game (ii) → Knows different techniques and skills that they can choose for different sports (ii) → Knows that actions, balances and shapes can be used to perform with control for a range of audiences (ii) → Knows how to use their initiative and how to communicate clearly when working within a group (iii) → Knows and uses strategies to throw accurately (ii) → Know how to combine different athletic techniques (flexibility, control and balance) and knows that this requires control and balance (ii) → Knows that reflection helps compare their performances with previous ones and demonstrates improvement to achieve their personal best (iii) <p>A swimmer:</p> <ul style="list-style-type: none"> → To know how different strokes support confidence within the water (ii) <p>When orienteering:</p> <ul style="list-style-type: none"> → Know how maps are followed when using a compass and clues and that routes can be adapted (ii) 		<ul style="list-style-type: none"> → Gain possession by working as a team. → Use forehand and backhand with a racket. → Fields successfully when working as a team. → Chooses a tactic for defending and attacking. → Begin to use a number of techniques to pass, dribble and shoot a ball. → Vary pace for running different lengths. → Show accuracy when throwing for distance. → Controlled when taking off and landing. → Combine running and jumping. → Make complex extended sequences that include changes in direction, level and speed. → Compose my own dances in a creative and imaginative way. → Dance shows clarity, fluency, accuracy and consistency. → Compare and comment on the skills, techniques and ideas used in my work and others. → Swim 15 to 25 metres with growing proficiency. → Use front crawl and backstroke with arms. → Engage in strength training to develop body/circuit training to develop resilience → Use clues and a compass to navigate a route. → Use maps and diagrams to orientate myself. 	<p>Revisit: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow, throw, catch, kick, stop, move, curl, travel, balance, control, perform, space, submerge, rules, contrast, sequence, rhythm, speed, level, direction, coordination, improve, change direction, improvise, communication, solve, technique, strength, develop, mutual respect, tolerance, team, fair/unfair, sense of justice, integrity</p> <p>Introduce: compass,</p>

			<p>clarity, fluency, accuracy, consistency, comment, navigate, orientate</p> <p>My Personal Best: resilience, self-efficacy, self-esteem, trust, integrity, reflection, respect, encouragement, self-discipline, problem-solving, communication</p>
<p>Year Group</p> <p>6</p>	<p><u>Whole School thread:</u></p> <p>i) Develop physical, mental and emotional literacy to enable our pupils to lead and sustain a healthy, active lifestyle in the present and understand how to embed for life</p> <p>ii) Develop competence of fundamental movements and build understanding of the rules of a range of sports and activities to support engagement in competitive sports</p> <p>iii) Develop the characteristics of a good sportsman understanding fair play and respect of others and build own character, resilience and desire to achieve personal best, develop self-esteem and self-efficacy</p>		
‘Need to knows’		Skills	Key Vocabulary
<p>A sportsperson:</p> <ul style="list-style-type: none"> → Knows the importance of following rules within a game (ii, iii) → Knows that an umpire is responsible for ensuring the rules of the game are followed fairly (iii) → Knows leadership strategies to work and lead within a team to design plans for a game (ii, iii) → Knows that planning and combining sequences using their own style requires taking responsibility (ii) → Knows that combining different athletic techniques (flexibility, control and balance) takes increased competence of control, strength, balance and technique (ii) → Knows that reflection helps compare their performances with previous ones and demonstrates 		<ul style="list-style-type: none"> → Use a range of shots and strokes when striking a ball. → Strike a bowled ball. → Demonstrate stamina. → Choose the most effective technique to pass, dribble and shoot a ball. → Show accurate control, speed, strength and stamina in my athletics. → Play to agreed rules and explain the rules to others. → Umpire games and lead other team mates. → Perform movements that include very controlled balances, shapes, levels and actions. → Link sequences to specific timings. → Perform dance movements that match the mood of 	<p>Revisit: strong, firm, gentle, heavy, stretch, reach, tense, floppy, slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop, gallop, move, lead, copy, follow, throw, catch, kick, stop, move, curl, travel, balance, control, perform, space, submerge, rules, contrast, sequence, rhythm, speed, level, direction, coordination,</p>

	<p>improvement to achieve their personal best (iii)</p> <p>A swimmer:</p> <ul style="list-style-type: none"> → To know that different strokes when swimming increases confidence when in the water (ii) → Knows a range of strategies to for keeping themselves safe within the water (iii) <p>When orienteering:</p> <ul style="list-style-type: none"> → Knows how maps are designed → Knows the importance of considering safety and dangers when orienteering (ii) 	<p>music.</p> <ul style="list-style-type: none"> → Refine dance movements with style and artistic intention. → Modify and refine my skills and techniques to improve a performance. → Swim 25 metres competently. → Use an effective stroke for front crawl, backstrokes and breaststroke. → Perform safe self-rescue in different water-based situations. → Engage in strength training to develop body/circuit training to develop resilience → Plan a route and a series of clues for someone else. → Plan with others taking account of safety and danger. 	<p>improve, change direction, improvise, communication, solve, technique, compass, clarity, fluency, accuracy, consistency, comment, navigate, orientate, strength, develop, mutual respect, tolerance, team, fair/unfair, sense of justice, integrity</p> <p>Introduce: strength, stamina, refine, mood, intention</p> <p>My Personal Best: self-discipline, problem-solving, communication, cooperation, responsibility, decision-making, self-motivation, self-esteem, self-efficacy evaluation</p>
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