



## Cassop PS – PE Curriculum Plan

Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
1 and 2 Cycle A	<p>Topic: Games (invasion) Core task – Piggy in the middle Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination. Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending</p>	<p>Topic: Gymnastics Core task – Making shapes Progression of skills -perform gymnastics sequences -teach sequences to a partner -explore the 5 basic shapes -develop balance showing good tension in the core -travel on hands and feet -complete a monkey walk, caterpillar walk and bunny hop -explore shapes in the air Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Topic: Dance Core task – Moving along Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance Skills from NC -perform dances using simple movement patterns.</p>	<p>Topic: Games (striking and fielding) Core task – Kick Rounder's &amp; Beanbag Throw Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination  Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending</p>	<p>Topic: Athletics Core task – Honey pot &amp;/or Pass the Baton Progression of skills -run for 1 minute -describe different ways of running -perform basic jumps -show confidence at take-off and landings -describe different ways of jumping -throw into targets -describe different ways of throwing -explain what is successful or how to improve Skills from NC master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Topic: Games (net &amp; wall) Core task – Tennis &amp;/or Tri-o resources (see red PE file) Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination Skills from NC - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending</p>



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Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
1 and 2 Cycle B	<p>Topic: Games (invasion) Core task – Ten points hoops Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination <b>Skills from NC</b> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending</p>	<p>Topic: Dance Core task – Themes and dreams Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance <b>Skills from NC</b>perform dances using simple movement patterns.</p>	<p>Topic: Gymnastics Core task – Families of actions Progression of skills -perform gymnastics sequences -teach sequences to a partner -explore the 5 basic shapes -develop balance showing good tension in the core -travel on hands and feet -complete a monkey walk, caterpillar walk and bunny hop -explore shapes in the air <b>Skills from NC</b> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to</p>	<p>Topic: Dance Core task – How does it feel? Progression of skills -copy some moves -move spontaneously -move with rhythm -demonstrate good balance -move in time to music -co-ordinate arm and leg actions -develop control of movements -Change; actions, space, relationships, dynamics -use own ideas to sequence dance -sequence and remember a dance <b>Skills from NC</b>-perform dances using simple movement patterns.</p>	<p>Topic: Athletics Core task – Take Aim &amp;/or Colour Match Progression of skills -run for 1 minute -describe different ways of running -perform basic jumps -show confidence at take-off and landings -describe different ways of jumping -throw into targets -describe different ways of throwing -explain what is successful or how to improve <b>Skills from NC</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Topic: Games (net &amp; wall) Core task – Tennis &amp;/or Tri-o resources (see red PE file) Progression of skills -practise different skills associated with simple games -participate in team games -develop balance, agility and co-ordination <b>Skills from NC</b> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for</p>



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			apply these in a range of activities			attacking and defending
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Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
3 and 4 Cycle A	<p><b>SWIMMING</b> Topic: Games (invasion) Core task – 3 touch bal Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where</p>	<p><b>SWIMMING</b> Topic: Gymnastics Core task – Partner Work Progression of skills</p> <ul style="list-style-type: none"> <li>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>-work with a partner to create a sequence.</li> <li>-from starting shape move together, travelling, rolling, jumping. Then move apart to finish</li> </ul> <p>Skills from NC -develop flexibility, strength, technique, control and balance</p>	<p><b>SWIMMING</b> Topic: Dance Core task – Indian delight Progression of skills</p> <ul style="list-style-type: none"> <li>-create dances to communicate an idea</li> <li>-Change; actions, space, relationships, dynamics</li> <li>-Choreographic devices motif, and repetition</li> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul> <p>Skills from NC - perform dances using a range of movement patterns -compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>SWIMMING</b> Topic: Games(Striking and fielding) Core task – Arc rounders Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC use running, jumping, throwing and catching in isolation and in</p>	<p><b>SWIMMING</b> Topic: Athletics Core task – Off, up and away Progression of skills</p> <ul style="list-style-type: none"> <li>-perform combinations of jumps</li> <li>-choose different styles of jumping</li> <li>-watch and describe specific aspects of jumping</li> <li>-set realistic targets when jumping</li> <li>-carry out stretching and warm up safely</li> <li>-explore different types of throwing</li> <li>-consistently hit a target with a range of tools</li> </ul> <p>Skills from NC -develop flexibility, strength, technique, control and balance</p>	<p>Topic: Games (Striking and fielding) Core task – Calling the Shots Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul> <p>Skills from NC use running, jumping, throwing and catching in isolation and in combination -play</p>



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	appropriate , and apply basic principles suitable for attacking and defending			combination -play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending		competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
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Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
3 and 4 Cycle B	<p><b>SWIMMING</b></p> <p>Topic: Gymnastics</p> <p>Core task – Balancing Act</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>-work with a partner to create a sequence.</li> <li>-from starting shape move together, travelling, rolling, jumping. Then move apart to finish</li> </ul> <p>Skills from NC</p>	<p><b>SWIMMING</b></p> <p>Topic: Dance</p> <p>Core task – Round the clock</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-create dances to communicate an idea</li> <li>-Change; actions, space, relationships, dynamics</li> <li>-Choreographic devices motif, and repetition</li> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>-compare their performances with</li> </ul>	<p><b>SWIMMING</b></p> <p>Topic: Games (invasion)</p> <p>Core task – On the attack</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair play</li> </ul>	<p><b>SWIMMING</b></p> <p>Topic: Gymnastics</p> <p>Core task – Assessing 2/3 Durham</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> <li>-work with a partner to create a sequence.</li> <li>-from starting shape move together, travelling, rolling, jumping. Then move apart to finish</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> </ul>	<p><b>SWIMMING</b></p> <p>Topic: Athletics</p> <p>Core task – Faster, higher, further</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-perform combinations of jumps</li> <li>-choose different styles of jumping</li> <li>-watch and describe specific aspects of jumping</li> <li>-set realistic targets when jumping</li> <li>-carry out stretching and warm up safely</li> <li>-explore different types of throwing</li> <li>-throw with greater control</li> </ul>	<p>Topic: Games (Striking and fielding)</p> <p>Core task – Zone Cricket</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-practise skills in isolation and combination</li> <li>-work well as a team in competitive games</li> <li>-apply basic principles of attacking and defending</li> <li>-develop an understanding of fair pla</li> </ul>



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	-develop flexibility, strength, technique, control and balance	previous ones and demonstrate improvement to achieve their personal best.	Skills from NC 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		-consistently hit a target with a range of implements Skills from NC develop flexibility, strength, tech, control & balance	Skills from NC -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
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Year group	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
5 and 6 <b>Cycle A</b>	<p>Topic: Games (Invasion)</p> <p>Core task – Wide attack</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-develop techniques of a variety of skills to maximise team effectiveness</li> <li>-use tactics when attacking or defending</li> <li>-apply rules of fair play to competitive games</li> </ul>	<p>Topic: Gymnastics</p> <p>Core task – Group Dynamics</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner</li> <li>-combine phases of earlier rolling actions to perform the full forward roll</li> <li>-begin a backward roll</li> <li>-explore balancing on combinations of 1/2/3/4 points</li> </ul>	<p>Topic: Dance</p> <p>Core task – Indian delight Aborigine Dance ( link to India &amp; Australia)</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-create dances to communicate an idea</li> <li>-Change; actions, space, relationships, dynamics</li> <li>-Choreographic devices motif, and repetition</li> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul> <p>Skills from NC</p>	<p>Topic: Dance</p> <p>Core task – What's so funny?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-create longer, challenging dance phrases</li> <li>-select appropriate movement material to express ideas/thoughts/feelings</li> <li>-Choreographic devices motif, and repetition</li> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul>	<p>Topic: Athletics</p> <p>Core task – Distance challenge</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-organise small groups safely</li> <li>Throw with greater accuracy and control</li> <li>-set realistic targets for self</li> <li>-perform a range of warm up exercises</li> <li>-Identify the main strengths or a performance</li> </ul>	<p><b>SWIMMING</b></p> <p>Topic: Games</p> <p>Core task – Zone rounders &amp;/or Tennis &amp;/ or Tri-o resources.</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-develop techniques of a variety of skills to maximise team effectiveness</li> <li>-use tactics when attacking or defending</li> </ul>





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	<p>Skills from NC</p> <ul style="list-style-type: none"> <li>-use running, jumping, throwing and catching in isolation and in combination</li> <li>-play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>-move in and out of balances fluently</li> <li>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</li> </ul> <p>Skills from NC develop flexibility, strength, technique, control and balance</p>	<ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns</li> <li>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p>Skills from NC</p> <ul style="list-style-type: none"> <li>- perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<ul style="list-style-type: none"> <li>-explain why athletics can help stamina and strength</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-develop flexibility, strength, technique, control and balance</li> </ul>	<ul style="list-style-type: none"> <li>-apply rules of fair play to competitive games</li> </ul> <p>Skills from NC use running, jumping, throwing and catching in isolation and in combination <ul style="list-style-type: none"> <li>-play competitive games, modified where app, &amp; apply basic principles suitable for attacking and defending</li> </ul> </p>
<b>Year group</b>	<b>Autumn 1st</b>	<b>Autumn 2nd</b>	<b>Spring 1st</b>	<b>Spring 2nd</b>	<b>Summer 1st</b>	<b>Summer 2nd</b>
<b>5 and 6 Cycle B</b>	<p>Topic: Gymnastics</p> <p>Core task – Acrobatic gymnastics</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-continue to develop control in rolling actions on the floor, off and along apparatus or in time with a partner</li> <li>-combine phases of earlier rolling actions to perform the full forward roll</li> <li>-begin a backward roll</li> <li>-explore balancing on combinations of 1/2/3/4 points</li> <li>-move in and out of balances fluently</li> </ul>	<p>Topic: Dance</p> <p>Core task – Making the grade</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-create longer, challenging dance phrases</li> <li>-select appropriate movement material to express ideas/thoughts/feelings</li> <li>-Choreographic devices motif, and repetition</li> <li>-structure a dance phrase, connecting different ideas</li> <li>-link phrases to music</li> </ul> <p>Skills from NC</p>	<p>Topic: Games (invasion)</p> <p>Core task – Grid rugby</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-develop techniques of a variety of skills to maximise team effectiveness</li> <li>-use tactics when attacking or defending</li> <li>-apply rules of fair play to competitive games</li> </ul> <p>Skills from NC</p>	<p>Topic: OAA</p> <p>Core task – Crystal star challenge</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-plan and have roles within the group based on strengths</li> <li>-understand individuals roles and responsibilities</li> <li>-adapt roles or ideas if they are not working</li> <li>-recognise and talk about the dangers of tasks</li> <li>-recognise how to keep themselves and others safe.</li> </ul>	<p><b>SWIMMING</b></p> <p>Topic: Athletics</p> <p>Core task – Three Jump Challenge</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-organise small groups safely</li> <li>Throw with greater accuracy and control</li> <li>-set realistic targets for self</li> <li>-perform a range of warm up exercises</li> <li>-Identify the main strengths or a performance</li> <li>-explain why athletics can help stamina and strength</li> </ul>	<p><b>SWIMMING</b></p> <p>Topic: Games (Core task – Cricket Durham)</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-play competitive games, modified where appropriate</li> <li>-develop flexibility, strength, technique, control and balance</li> <li>-develop techniques of a variety of skills to maximise team effectiveness</li> <li>-use tactics when attacking or defending</li> <li>-apply rules of fair play to competitive games</li> </ul>



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	<p>-perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling</p> <p>Skills from NC</p> <p>-develop flexibility, strength, technique, control and balance</p>	<p>- perform dances using a range of movement patterns</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>-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</p>	<p>Skills from NC</p> <p>-take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Skills from NC</p> <p>-develop flexibility, strength, technique, control and balance</p>	<p>Skills from NC use run, jump, throw and catch in isolation &amp; in combination -play competitive games, modified where appropriate,&amp; apply basic principles suitable for attacking and defending</p>
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