



# Physical Education Program of Study

## Daffodil Preparatory School

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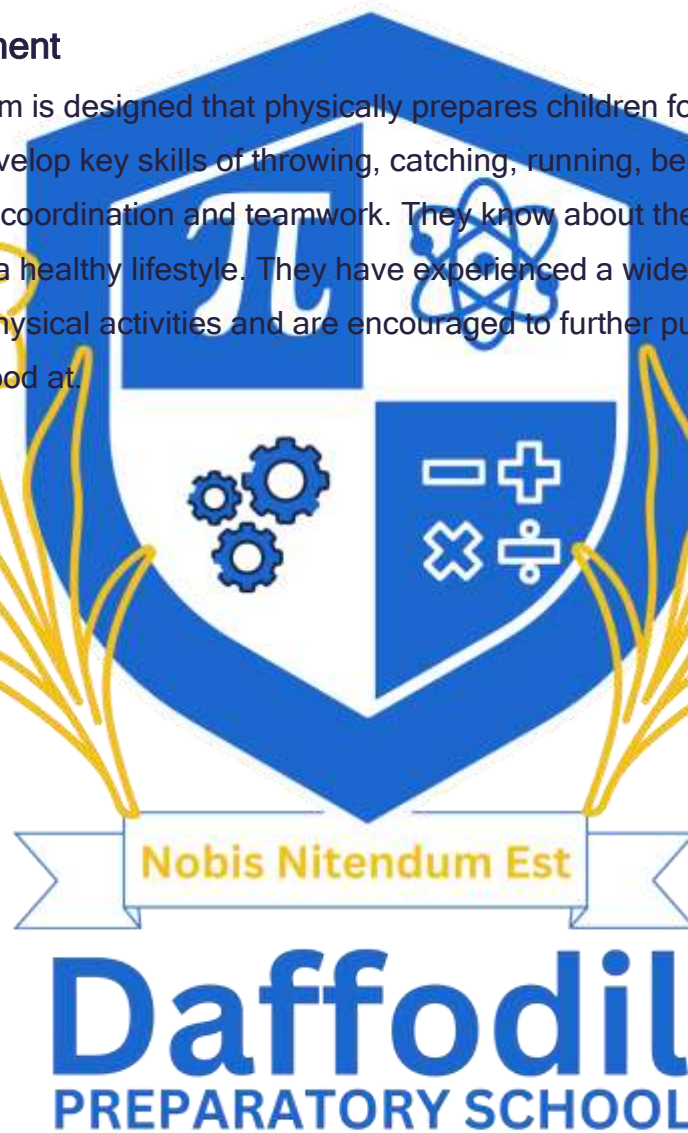


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## PE Intent Statement

DPS's PE curriculum is designed that physically prepares children for the next stage in their lives. They develop key skills of throwing, catching, running, being able to swim, spatial awareness, coordination and teamwork. They know about the importance of physical activity to a healthy lifestyle. They have experienced a wide range of sports, games and other physical activities and are encouraged to further pursue those which they are interested or good at.



# PE OVERVIEW

## Years 1 and 3

HT1	Basketball	Fitness/ CC
HT2	Yoga	Sports hall Athletics
HT3	Table Tennis	Outdoor Athletics
HT4	Badminton	Yoga
HT5	Netball	Football
HT6	Cricket	Tables Tennis

## Year 2 and 4

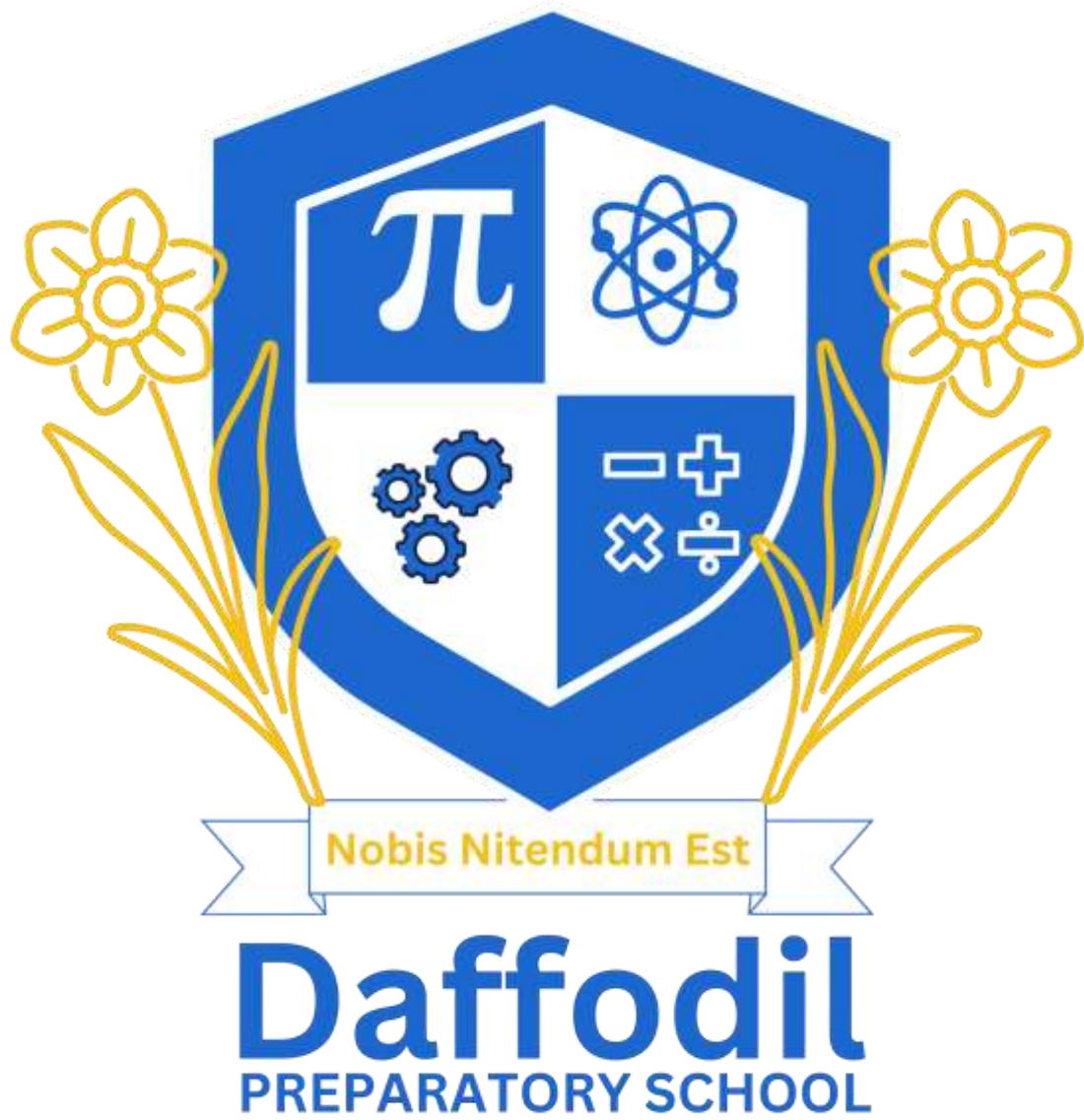
HT1	Cricket	Tables Tennis
HT2	Netball	Football
HT3	Badminton	Yoga
HT4	Table Tennis	Outdoor Athletics
HT5	Yoga	Sports hall Athletics
HT6	Basketball	Fitness/ CC

## Year 5

HT1	Swimming	Sports hall Athletics / CC
HT2	Swimming	Football
HT3	Swimming	Badminton
HT4	Cricket	Yoga
HT5	Football	Netball
HT6	Table Tennis	Outdoor Athletics

## Year 6

HT1	Swimming	Sports hall Athletics / CC
HT2	Swimming	Football
HT3	Swimming	Table Tennis
HT4	Net Ball	Yoga
HT5	Football	Basketball
HT6	Cricket	Outdoor Athletics



# PROGRESSION DOCUMENTS

## Athletics

		Key Skills		
Year Group	Running	Jumping	Throwing	
1	<p>Travel with control using varying stride lengths.</p> <p>Run with good posture and balance.</p> <p>Copy movements of a leader with control in response to instructions.</p>	<p>Demonstrate various jumps in response to instructions</p> <p>Jump for height with control and balance</p>	<p>Perform movements which mobilise and develop arms and shoulders</p> <p>Demonstrate mobility and co-ordination</p>	
2	<p>Start, stop and change pace with control in response to instructions.</p> <p>Run on a curve with co-ordination and control.</p> <p>Run and change direction, demonstrating speed and agility.</p> <p>Co-operate with a partner.</p> <p>Move quickly to a base in response to voice instruction</p> <p>Show awareness of space and the safety of others</p> <p>Walk with good posture and balance</p> <p>Complete an obstacle course with speed, control and agility</p>	<p>Describe how the use of arms can affect jumping for height</p> <p>Take off from and land in different positions</p> <p>Demonstrate control in landing</p> <p>Increase ability to jump far</p> <p>Link multiple step jump combinations with balance and co-ordination</p> <p>Jump quickly from side to side showing co-ordination and balance</p>	<p>Throw with speed and agility</p> <p>Apply appropriate effort in order to control an objects flight</p> <p>Throw accurately</p> <p>Throw accurately at raised targets</p> <p>Roll a ball in a controlled direction.</p> <p>Use an underarm action to throw accurately at a target</p> <p>Use an underarm action to throw over increasingly longer distances</p>	

	<p>Accelerate quickly and run fast to retrieve an object</p> <p>Cooperate with others in a team.</p>		
3	<p>Demonstrate good running posture.</p> <p>Adjust running pace smoothly</p> <p>Accelerate and decelerate rapidly</p> <p>Run fast over short distances as an individual and as a part of a team.</p> <p>Sprint rapidly over short distances as an individual and as part of a team.</p> <p>Change direction quickly</p> <p>Respond rapidly to a stimulus</p> <p>Demonstrate good walking posture</p> <p>Maintain a good running technique when sprinting over obstacles</p> <p>Co-operate with others in a team.</p>	<p>Demonstrate a variety of jumping styles</p> <p>Jump for distance from two feet to two feet</p> <p>Perform hop and jump combinations with balance and control</p> <p>Hop, step and jump in the correct sequence</p> <p>Hop, step and jump with speed and balance</p> <p>Use a short run to jump with speed and balance</p> <p>Jump for height from standing</p>	<p>Throw and retrieve objects safely</p> <p>Describe how the weight and shape of an object affects its flight path</p> <p>Describe the effect of throwing from sitting, kneeling or standing</p> <p>Demonstrate a two handed push throw</p> <p>Demonstrate a variety of throwing techniques e.g. the sling throw technique, a forward and overhead heave throw.</p>
4			
5	<p>Run with speed and agility</p> <p>Demonstrate quick reactions and rapid acceleration</p> <p>Accelerate from a variety of static positions</p>	<p>Use jumping combinations to move around space</p> <p>Perform dynamic combination jump sequences with control</p>	<p>Participate in conditioning exercise and team activities</p> <p>Demonstrate speed and co-ordination when passing and receiving a ball</p>

6	<p>Demonstrate the ability to change speed</p> <p>Sustain jogging and running at a consistent pace for a few minutes</p> <p>Sprint over and between obstacles using consistent stride lengths</p> <p>State a lead leg preference when sprinting over hurdles</p> <p>Accelerate to pass team members</p> <p>Co-operate with the team</p> <p>Pass a relay baton at speed using a 'push pass'</p> <p>Give feedback to a partner.</p>	<p>Hop for distance</p> <p>Perform triple jump combination sequences with control</p> <p>Jump for distance from one foot to two feet</p> <p>Jump from side to side with balance, speed and rhythm</p> <p>Perform a scissor jump from a short run-up</p>	<p>Demonstrate a dynamic two handed push throw</p> <p>Demonstrate a controlled pull throw action</p> <p>Perform push throws to reach a target on the ground</p> <p>Throw for accuracy</p> <p>Demonstrate a dynamic sling throw</p> <p>Demonstrate a dynamic heave throw</p> <p>Throw for distance</p> <p>Play as a part of a team</p> <p>Throw with accuracy and speed in a team activity</p> <p>Observe a partner and give accurate feedback</p>
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#### Resource Web Links

[http://ucoach.com/teachers/elevating\\_athletics\\_resource/elevating-athletics-pcr](http://ucoach.com/teachers/elevating_athletics_resource/elevating-athletics-pcr)

<https://www.thegrid.org.uk/learning/pe/ks1-2/resources/#athletics>



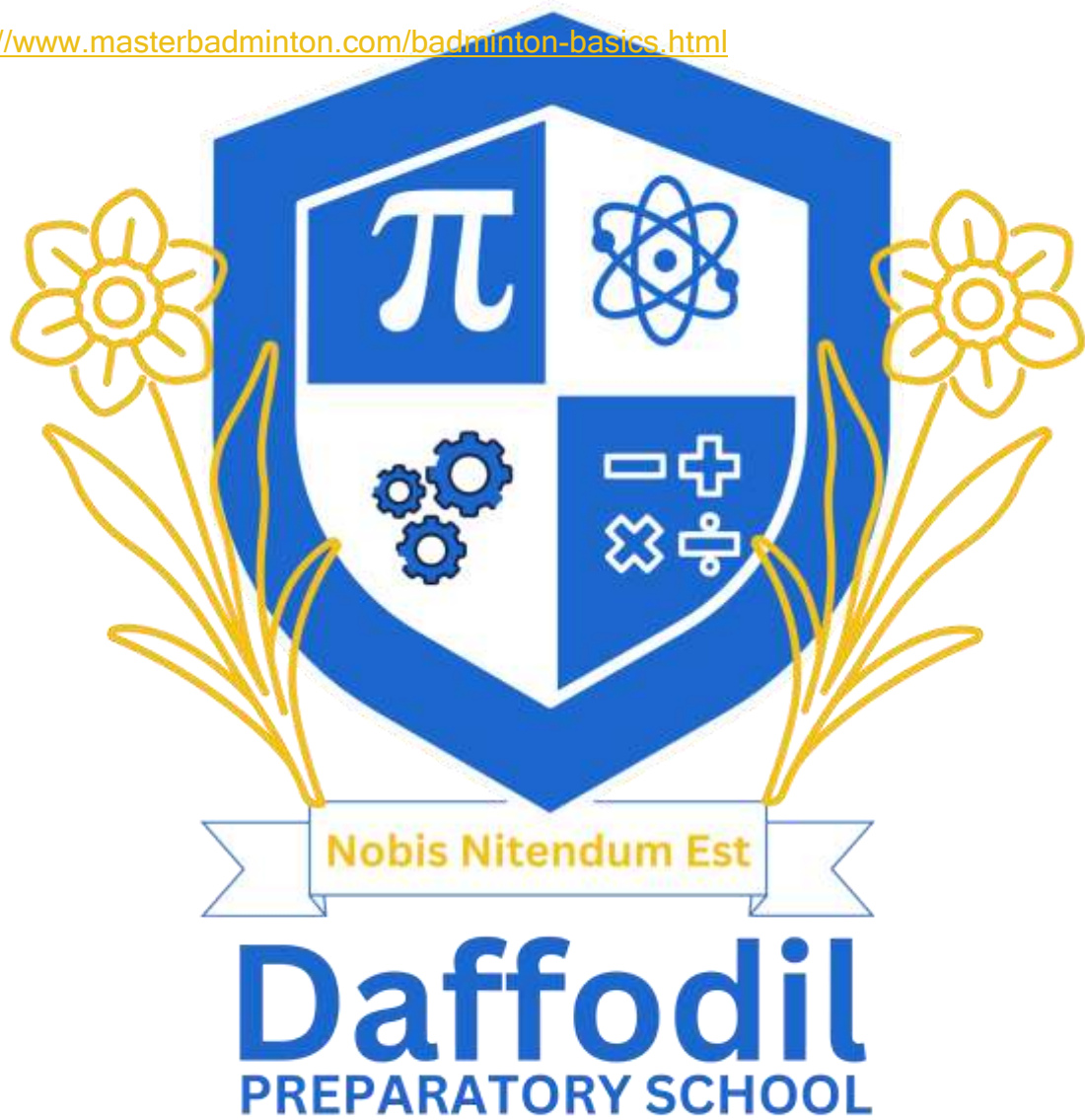
## Badminton

		Key Skills		
Year Group	Positioning	Racquet Skills	Tactics/Rules	
1	<ul style="list-style-type: none"> <li>Can move around the court maintaining their balance</li> <li>Hit the balloon whilst moving</li> <li>Demonstrate correct sideways position when throwing</li> </ul>	<ul style="list-style-type: none"> <li>To introduce grips so the racquet can be held correctly</li> <li>To identify appropriate forehand and backhand grips. Hit a balloon consecutively using an appropriate grip depending where the balloon is</li> <li>To make contact with a shuttle using appropriate grip and hitting action</li> <li>To hold the shuttle correctly in preparation for the serve</li> </ul>	<ul style="list-style-type: none"> <li>To be able to play a basic game with rallies and simple point scoring. This can be achieved using a variety of objects e.g. balloons, fluffy balls or shuttlecocks depending on ability)</li> </ul>	
3	<ul style="list-style-type: none"> <li>To move effectively around the court</li> <li>To lunge on one leg not both and can sometimes maintain balance</li> <li>To use a split step (ready position)</li> <li>To develop sideways body position and throwing action</li> </ul>	<ul style="list-style-type: none"> <li>To use correct grip</li> <li>To develop skills in backhand shot</li> <li>To develop serving skills using backhand and forehand serve</li> <li>To develop underarm and overhead shots to use in a rally</li> </ul>	<ul style="list-style-type: none"> <li>To be able to peer and self-assess</li> <li>To be able to apply the skills in a game situation</li> <li>To learn how to play using basic rules, points and rallies</li> </ul>	
5	<ul style="list-style-type: none"> <li>To perform explosive split step and move in different directions</li> <li>To change direction at speed and remain balanced</li> <li>To consistently lunge and chasse and maintain balance</li> <li>To link the lunge movement to the net shot hitting position</li> <li>To execute a clear shot employing a correct sideways position and throwing action</li> </ul>	<ul style="list-style-type: none"> <li>To be competent in backhand and forehand serves</li> <li>To start a rally with an appropriate serve</li> <li>To consistently hit the shuttle to land between and the service line</li> <li>To perform an overhead clear to the rear of the court</li> <li>To perform an to execute an overhead drop shot</li> </ul>	<ul style="list-style-type: none"> <li>To understand when to play certain strokes</li> <li>To play a doubles match</li> <li>To follow rules of the game and play matches independently</li> </ul>	

### Web Links

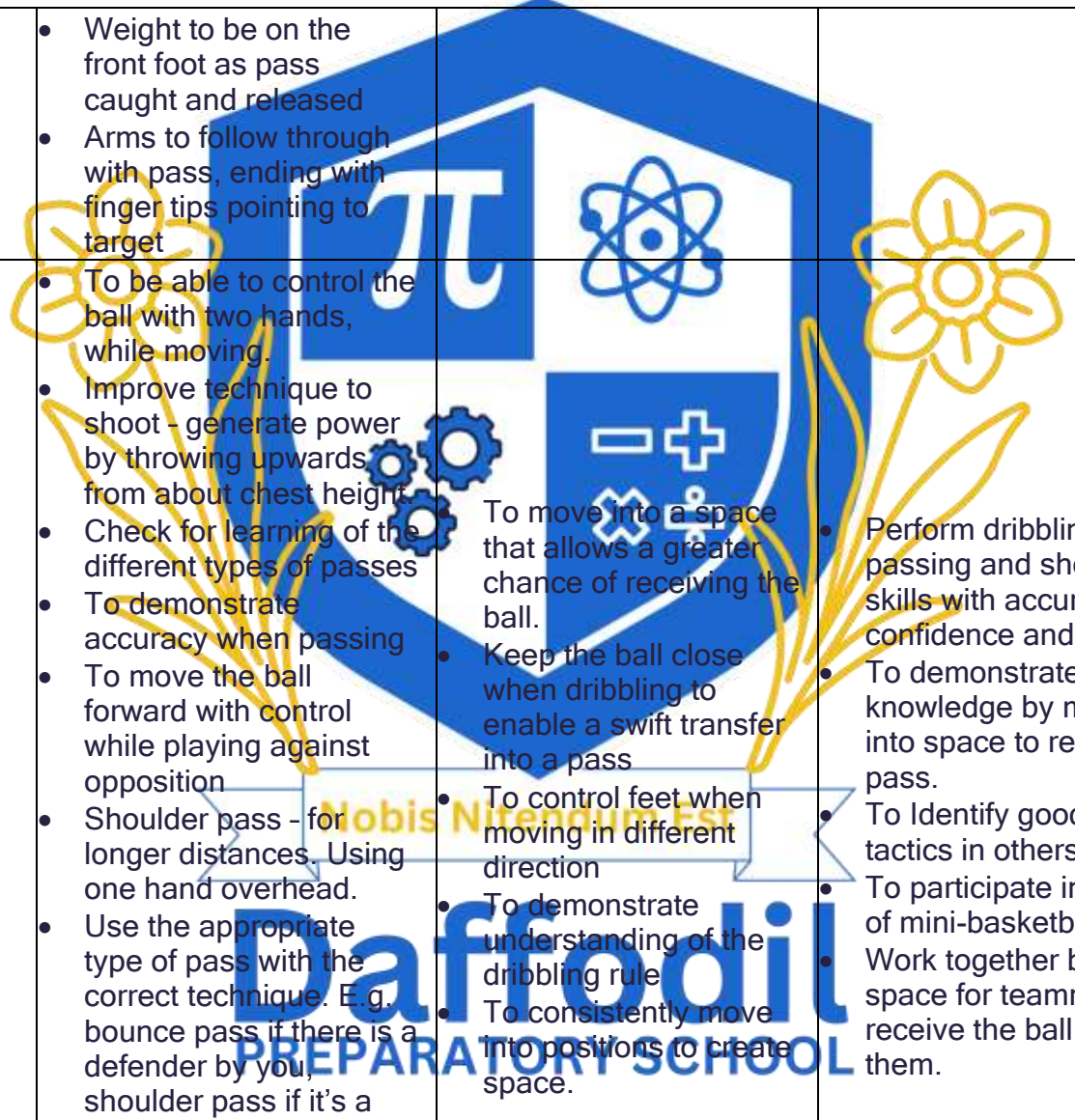
<https://www.teachpe.com/badminton>

<https://www.masterbadminton.com/badminton-basics.html>



## Basketball

			<u>Key Skills</u>		
<u>Year</u>	<u>Group</u>	<u>Passing &amp; Catching</u>	<u>Footwork &amp; Dribbling</u>	<u>Tactics</u>	
<u>1</u>		<ul style="list-style-type: none"> <li>To be able to catch a ball</li> <li>To throw a ball in different ways</li> <li>To pass a ball over a short distance with control, pace and accuracy.</li> <li>To run towards a target whilst dodging obstacles in their path and find the space to run into and pass accurately</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching.</li> <li>To develop balance, agility and co-ordination.</li> <li>To be able to dribble a ball with both hands</li> <li>Keep control when bouncing the ball at different heights</li> <li>To change speed with control of the ball</li> </ul>	<ul style="list-style-type: none"> <li>Children can work as part of a team</li> <li>To develop simple tactics for attacking and defending in a game</li> <li>To participate in team games</li> <li>To play a game of basketball incorporating the rules.</li> <li>Show awareness when in control of the ball</li> <li>To be able to recognise space</li> </ul>	
<u>3</u>		<ul style="list-style-type: none"> <li>To develop accuracy and control when aiming, estimating distance and power</li> <li>Make a 'W' shape with hands when receiving a ball to make a big target for the person passing to aim at.</li> <li>Chest pass - pass the ball with two hands from the chest, pushing the ball away from their body.</li> <li>Bounce pass - pass the ball with one bounce between the passer and the receiver. Judge the distance between the two and aim accordingly. Encourage trial and error</li> <li>Select the best techniques when passing a ball in a game.</li> <li>To be able to make passes from both left and right sides</li> <li>To be able to pass to a selected target</li> </ul>	<ul style="list-style-type: none"> <li>Travelling in different ways, change direction and speed easily (dodging skills)</li> <li>To be able to bounce the ball, two hands to one hand, travelling with the ball under control</li> <li>Change direction and speed when dribbling the ball</li> <li>Children can look forward when dribbling</li> <li>Children can keep bouncing the ball when passing to a defender</li> <li>Children can use alternate hands when bouncing the ball</li> <li>I can move away from a defender and into space in order to receive a pass and using the correct footwork allowed within the laws of the game</li> </ul>	<ul style="list-style-type: none"> <li>To understand the importance of using space in a game situation.</li> <li>Understand rules relating to dribbling - illegal dribble, double dribble</li> <li>To know how to use space in games</li> <li>Make good decisions about what to do</li> <li>To recognise what good performance looks like and suggest ideas and practises to improve their own performance.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Weight to be on the front foot as pass caught and released</li> <li>• Arms to follow through with pass, ending with finger tips pointing to target</li> </ul>		
5	<ul style="list-style-type: none"> <li>• To be able to control the ball with two hands, while moving.</li> <li>• Improve technique to shoot - generate power by throwing upwards, from about chest height.</li> <li>• Check for learning of the different types of passes</li> <li>• To demonstrate accuracy when passing</li> <li>• To move the ball forward with control while playing against opposition</li> <li>• Shoulder pass - for longer distances. Using one hand overhead.</li> <li>• Use the appropriate type of pass with the correct technique. E.g. bounce pass if there is a defender by you, shoulder pass if it's a longer pass.</li> <li>• To demonstrate balance, high release, wrist action during shooting with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• To move into a space that allows a greater chance of receiving the ball.</li> <li>• Keep the ball close when dribbling to enable a swift transfer into a pass</li> <li>• To control feet when moving in different direction</li> <li>• To demonstrate understanding of the dribbling rule</li> <li>• To consistently move into positions to create space.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform dribbling, passing and shooting skills with accuracy, confidence and control.</li> <li>• To demonstrate tactical knowledge by moving into space to receive a pass.</li> <li>• To Identify good use of tactics in others</li> <li>• To participate in a game of mini-basketball</li> <li>• Work together by creating space for teammates to receive the ball from them.</li> </ul>

<https://www.keypesports.co.uk/teacher-login/uploads/Year-2/year-2-basketball.pdf>

<https://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/>

<https://www.breakthroughbasketball.com/drills/kids-youth.html>

<https://www.online-basketball-drills.com/basketball-drills/beginners>

## Cricket

		Key Skills		
Year Group	Bowling	Batting	Fielding	
<u>2</u>	<ul style="list-style-type: none"> <li>To be able to hit a target</li> <li>To grip ball correctly</li> <li>To be able to peer assess</li> <li>To be able to vary the length and hit wicket.</li> <li>To be able to apply the skills in a game</li> </ul>	<ul style="list-style-type: none"> <li>To be able to grip bat correctly.</li> <li>To have the correct stance and posture</li> <li>To be able to accurately swing a bat</li> <li>To be able to perform a straight drive</li> <li>To direct a ball to an intended target.</li> <li>To be able to apply the skills in a game</li> </ul>	<ul style="list-style-type: none"> <li>To be able to catch a ball from different heights and distances.</li> <li>To be able to apply the skills in a game</li> <li>To learn the role of a wicket keeper and skills involve.</li> </ul>	
<u>4</u>	<ul style="list-style-type: none"> <li>To be able to use the technique of an overarm bowl correctly</li> <li>To be able to peer and self asses</li> <li>To be able to hit a target using an overarm bowl</li> <li>To understand the tactics of the game</li> <li>To be able to apply the skills in a game</li> </ul>	<ul style="list-style-type: none"> <li>To develop the skills in a forward defensive shot</li> <li>To develop skills in backward defensive shot</li> <li>To apply the skills of quick runs</li> <li>To understand tactics and defending the wicket</li> <li>To know whether to attack or defend</li> </ul>	<ul style="list-style-type: none"> <li>To be able to overarm throw and hit a target from a distance</li> <li>To develop the skill of long barrier</li> <li>To develop skill in chase and pick-up fielding</li> <li>To develop skill in run around pick-up</li> <li>To be able to apply skills of cricket within a game situation.</li> </ul>	
<u>6</u>	<ul style="list-style-type: none"> <li>To be able to run up and turn into a bowling position</li> <li>To improve skills in running up to bowl</li> <li>To apply skills in a small game</li> <li>To understand tactics of off-side or on/leg-side</li> <li>To understand the tactics of bowling.</li> <li>To select when to use different bowling techniques.</li> <li>To be able to peer and self asses</li> </ul>	<ul style="list-style-type: none"> <li>To develop skills in the pull shot</li> <li>To improve skills in the pull shot action</li> <li>To apply skills learnt to keep the ball down</li> <li>To understand tactics of being caught out.</li> <li>To strike the ball away from the opposition - evading being caught out.</li> </ul>	<ul style="list-style-type: none"> <li>To develop skills in two-handed intercepting</li> <li>To develop skills in one-handed intercepting and underarm throwing</li> <li>To apply skills to run opposition out at either end.</li> </ul>	

## Web links

<https://www.ecb.co.uk/about-us/csr>

## Fitness

<u>Year</u> <u>Group</u>	<u>Objectives</u>
<u>1</u>	<ul style="list-style-type: none"> <li>• To understand what they are capable of achieving with their bodies by gaining a baseline level of fitness.</li> <li>• To understand the term agility and what different activities we can do to make us more agile.</li> <li>• To understand what is meant by a healthy and active lifestyle.</li> <li>• To know how to be active in a daily lifestyle.</li> </ul>
<u>2</u>	<ul style="list-style-type: none"> <li>• To understand how to prepare the body for exercise.</li> <li>• To experience some of the changes that occur during exercise.</li> <li>• To develop agility and co-ordination.</li> <li>• To be able to perform simple patterns of movement.</li> </ul>
<u>3</u>	<ul style="list-style-type: none"> <li>• To understand the importance of warming up properly.</li> <li>• To learn fitness skills during circuit training.</li> <li>• To use the correct technique in a variety of circuit exercises.</li> <li>• To expose bodies to a good level of fitness</li> </ul>
<u>4</u>	<ul style="list-style-type: none"> <li>• To be able to explain what happens to our bodies during exercise.</li> <li>• To measure effects of exercise on pulse rate.</li> <li>• To use the correct techniques in a range of exercise aimed to strengthen the core muscles.</li> <li>• To be able to evaluate the effect of differing fitness activity on pulse rate</li> <li>• To maintain a high level of fitness training for sustained period of time.</li> </ul>
<u>Across</u> <u>all</u> <u>year</u> <u>groups</u>	<ul style="list-style-type: none"> <li>• To record fitness levels at the beginning and end to evaluate improvement</li> <li>• To link learning with healthy units and PSHE</li> </ul>

### Web links

<http://www.netfit.co.uk/younger-webok.htm>

[https://www.youtube.com/results?search\\_query=joe+wicks+primary+school+workout](https://www.youtube.com/results?search_query=joe+wicks+primary+school+workout)

## Yoga

				<u>Key Skills</u>		
				<ul style="list-style-type: none"> <li>- To understand the importance of breath work</li> <li>- To develop strength and flexibility, To improve concentration, To develop balance</li> </ul>		
<u>Year</u>	<u>Balance and Agility</u>	<u>Strength</u>	<u>Sequencing and teaching</u>			
<u>Group</u>						
<u>1</u>	<ul style="list-style-type: none"> <li>• To learn a variety of standing balances               <ul style="list-style-type: none"> <li>- Warrior 3</li> <li>- Tree pose</li> <li>- Eagle pose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To learn a variety of standing and floor poses               <ul style="list-style-type: none"> <li>- Downward dog</li> <li>- High lunge</li> <li>- Warrior 1 and 2</li> <li>- Staff pose</li> <li>- Cat/Cow</li> <li>- Plank (forearm)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To be able to follow a teacher led sequence (Sun salutation)</li> <li>• To put 5 positions into a sequence thinking about logical order</li> <li>• To teach sequence to a small group</li> </ul>			
<u>3</u>	<ul style="list-style-type: none"> <li>• To learn and use arm balances (in addition to standing balances)               <ul style="list-style-type: none"> <li>- Crow pose</li> <li>- Plough pose</li> <li>- Side plank pose</li> <li>- Full boat pose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To learn increase variety of standing and floor poses (in addition to year 1)               <ul style="list-style-type: none"> <li>- Side plank pose</li> <li>- Revolved triangle pose</li> <li>- Side angle pose</li> <li>- Dolphin pose</li> <li>- Bridge pose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To be able to follow a complex teacher led sequence (Sun salutation)</li> <li>• To put 10 positions into a sequence thinking about logical order</li> <li>• To teach sequence to a small group</li> </ul>			
<u>5</u>	<ul style="list-style-type: none"> <li>• To learn and use inversions               <ul style="list-style-type: none"> <li>- Headstands</li> <li>- Handstand preparation</li> <li>- Shoulder stand</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To learn increase variety of standing and floor poses (in addition to year 1 and 5)               <ul style="list-style-type: none"> <li>- Upwards plank pose</li> <li>- Wild thing pose</li> <li>- Bow pose</li> <li>- Half frog pose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To be able to follow a more complex teacher led sequence (Sun salutation)</li> <li>• To put 15 positions into a sequence thinking about logical order</li> <li>• To lead the whole class through a sequence</li> </ul>			

Links:

<https://www.yogaatschool.org.uk/teacher-training-for-schools/> Inset day for yoga and resources

<https://www.yogaatschool.org.uk/childrens-yoga-sequences/> Sequences for children with disabilities

<https://www.yogaatschool.org.uk/articles/> Articles and videos on yoga in school

<https://www.yogajournal.com/teach/sequences-for-your-teaching> - Information on sequencing a lesson

Books:

*Sitting on a Chicken.* Michael Chissick

*Yoga for Children & Young Adults with Autism.* Michael Chissick

