**Perryfields Primary PRU Curriculum Overview**

**Physical Education**

Due to us having mixed age classes we operate a two year cycle with our curriculum. This ensures that over time all the pupils get a full entitlement. We use specialist coaches to deliver parts of our scheme of work as well as enriching it with visitors and educational visits. The swimming scheme is based on Swim England’s 7 Stages to Learn to Swim. As per the national curriculum we aim for pupils to:

* develop competence to excel in a broad range of physical activities
* be physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations, build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils’ learning habits in order to prepare them for a lifetime of learning. Developing our pupils’ learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



**Years 1 and 2: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Swimming**  **Basic Movements** | **Swimming**  **Team Games (Invasion)** | **Swimming**  **Basic Movements** | **Swimming**  **Dance** | **Swimming**  **Basic Movements** | **Swimming**  **Team Games (Net, Wall, Striking, Fielding)** |
| **Objectives** | Move forward for a distance of 5 metres, feet may be on or off the floor.  Move backwards for a distance of 5 metres, feet may be on or off the floor.  Move sideways for a distance of 5 metres, feet may be on or off the floor.  Move from a flat floating position on the front and return to standing.  Push and glide in a flat position on the front from a wall.  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 | Move from a flat floating position on the back and return to standing.  Push and glide in a flat position on the back from a wall.  Move from a flat floating position on the back and return to standing without support.  Move from a flat floating position on the front and return to standing without support.  Travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.  Travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.  Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.  Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.  Perform a log roll from the back to the front.  Perform a log roll from the front to the back.  Participate in team games, developing simple tactics for attacking and defending | Sink, push away from wall and maintain a streamlined position.  Push and glide on the front with arms extended and log roll onto the back.  Push and glide on the back with arms extended and log roll onto the front.  Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.  Fully submerge to pick up an object.  Push and glide and travel 10 metres on the back.  Push and glide and travel 10 metres on the front.  Perform a tuck float and hold for three seconds.  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 | Sink, push away from wall and maintain a streamlined position.  Push and glide on the front with arms extended and log roll onto the back.  Push and glide on the back with arms extended and log roll onto the front.  Travel 5 metres on the front, perform a tuck to rotate onto the back and return on the back.  Fully submerge to pick up an object.  Push and glide and travel 10 metres on the back.  Push and glide and travel 10 metres on the front.  Perform a tuck float and hold for three seconds.  Perform dances using simple movement patterns | Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.  Push and glide from the wall towards the pool floor.  Kick 10 metres backstroke (one item of equipment optional).  Kick 10 metres front crawl (one item of equipment optional).  Kick 10 metres butterfly on the front or on the back.  Kick 10 metres breaststroke on the front (one item of equipment optional).  Perform a head first sculling action for 5 metres in a flat position on the back.  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 | Perform a flat stationary scull on the back.  Perform a feet first sculling action for 5 metres in a flat position on the back.  Perform a sculling sequence with a partner for 30-45 seconds to include a rotation.  Push and glide and swim 10 metres backstroke  Push and glide and swim 10 metres front crawl  Push and glide and swim 10 metres breaststroke  Push and glide and swim 10 metres butterfly  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault.  Participate in team games, developing simple tactics for attacking and defending |
| **Ongoing Objectives** | Enter and exit the water safely.  Scoop the water and wash the face.  Give examples of two pool rules. | Jump in from poolside safely.  Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.  Give examples of two pool rules.  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 | Jump in from poolside and submerge.  Exit the water without using steps.  Know the four key water safety messages including:  Always swim in a safe place.  Always swim with an adult.  If you fall in, float, breathe, relax.  If someone else in trouble, call 999 | Jump in from poolside and submerge.  Exit the water without using steps.  Know the four key water safety messages including:  Always swim in a safe place.  Always swim with an adult.  If you fall in, float, breathe, relax.  If someone else in trouble, call 999  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 | Travel on back and log roll in one continuous movement onto front.  Travel on front and log roll in one continuous movement onto back.  Push and glide and swim 10 metres, choice of stroke is optional. | Tread water for 30 seconds.  Perform three different shaped jumps into deep water.  Give examples of two pool rules.  Know the four key water safety messages including:  Always swim in a safe place.  Always swim with an adult.  If you fall in, float, breathe, relax.  If someone else in trouble, call 999  Demonstrate an action for getting help.  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 |
| **Enrichment** | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School  Water Safety Talk - PCSO | Outdoor and Adventurous Pursuits – Forest School  Canal Walk – focus on safety |
| **Significant Study** |  |  |  |  |  |  |

**Years 1 and 2: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Swimming**  **Fundamental Movement Skills** | **Swimming**  **Team Games (Invasion)**  **Fundamental Movement Skills** | **Swimming**  **Fundamental Movement Skills** | **Swimming**  **Dance** | **Swimming**  **Team Games (Net, Wall, Striking, Fielding)**  **Fundamental Movement Skills** | **Swimming**  **Athletics** |
| **Objectives** | Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Use a range of strokes effectively - Front crawl and Backstroke  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations. | Perform a sitting dive or dive.  Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Participate in team games, developing simple tactics for attacking and defending | Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Use a range of strokes effectively - Front crawl and Backstroke  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations. | Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Use a range of strokes effectively - Front crawl and Backstroke  Perform dances using simple movement patterns | Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Use a range of strokes effectively - Front crawl and Backstroke  Participate in team games, developing simple tactics for attacking and defending | Sink, push off on side from the wall, glide, kick and rotate into backstroke.  Sink, push off on side from the wall, glide, kick and rotate into front crawl.  Push and glide and swim front crawl to include at least six rhythmical breaths.  Push and glide and swim breaststroke to include at least six rhythmical breaths.  Push and glide and swim backstroke to include at least six regular breaths.  Use a range of strokes effectively - Front crawl and Backstroke  Recognise the difference between walking, jogging and running.  Run at different speeds depending on distance.  Use different ways of jumping – hop, 1 foot to 2 landing, step etc  Use a simple overarm throw.  Use an underarm sling (discus). |
| **Ongoing Objectives** | Give two examples of how to prepare for exercise and understand why it is important.  Perform a ‘shout and signal’ rescue.  Perform a surface dive. | Use a range of strokes effectively - Front crawl and Backstroke  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations. | Give two examples of how to prepare for exercise and understand why it is important.  Perform a ‘shout and signal’ rescue.  Perform a surface dive. | Perform a sitting dive or dive.  Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations. | Give two examples of how to prepare for exercise and understand why it is important.  Perform a ‘shout and signal’ rescue.  Perform a surface dive.  Pupils should develop fundamental movement skills, become increasingly competent and  confident and access a broad range of opportunities to extend their agility, balance and  coordination, individually and with others. They should be able to engage in competitive  (both against self and against others) and co-operative physical activities, in a range of  increasingly challenging situations. | Perform a sitting dive or dive.  Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Give two examples of how to prepare for exercise and understand why it is important.  Recognise the effects of exercise – heart rate, sweat, breathing etc |
| **Enrichment** | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School  Water Safety Talk - PCSO | Outdoor and Adventurous Pursuits – Forest School  Canal Walk – focus on safety |
| **Significant Study** |  |  |  |  |  |  |

**Pupils should continue to apply and develop a broader range of skills, learning how to use**

**them in different ways and to link them to make actions and sequences of movement.**

**They should enjoy communicating, collaborating and competing with each other. They**

**should develop an understanding of how to improve in different physical activities and**

**sports and learn how to evaluate and recognise their own success.**

**Pupils should be taught to:**

** use running, jumping, throwing and catching in isolation and in combination**

** play competitive games, modified where appropriate [for example, badminton,**

**basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic**

**principles suitable for attacking and defending**

** develop flexibility, strength, technique, control and balance [for example, through**

**athletics and gymnastics]**

** perform dances using a range of movement patterns**

** take part in outdoor and adventurous activity challenges both individually and within a**

**team**

** compare their performances with previous ones and demonstrate improvement to**

**achieve their personal best.**

**Years 3 and 4: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** |
| **Objectives** | Use a range of strokes effectively - Front crawl  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl | Use a range of strokes effectively - Backstroke | Swim competently, confidently and proficiently over a distance of at least 25 metres –Backstroke | Use a range of strokes effectively - Front crawl  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl | Perform safe self-rescue in different water-based situations. | Use a range of strokes effectively - Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres –Backstroke |
| **Ongoing Objectives** | Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, incorporating a number of the following skills:  Sculling: head first, feet first  Rotation: forward or backward somersault, log roll  Floating: star on the front or on the back, tuck float, create own  Eggbeater: Moving, lifting one or both arms out of the water | Perform a sitting dive or dive.  Give two examples of how to prepare for exercise and understand why it is important.  Demonstrate an action for getting help.  Give examples of four pool rules. | Swim 10 metres wearing clothes.  Perform a surface dive.  Know the four key water safety messages including:  Always swim in a safe place.  Always swim with an adult.  If you fall in, float, breathe, relax.  If someone else in trouble, call 999  Demonstrate an action for getting help. | Swim 10 metres wearing clothes.  Perform a surface dive.  Give two examples of how to prepare for exercise and understand why it is important.  Give examples of four pool rules. | Perform three different shaped jumps into deep water.  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault. | Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Give two examples of how to prepare for exercise and understand why it is important.  Give examples of four pool rules. |
| **Enrichment** | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School  Water Safety Talk - PCSO | Outdoor and Adventurous Pursuits – Forest School  Canal Walk – focus on safety |
| **Significant Study** |  |  |  |  |  |  |

**Years 3 and 4: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** |
| **Objectives** | Use a range of strokes effectively - Front crawl and Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl and Backstroke | Use a range of strokes effectively – Breastroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Breastroke | Use a range of strokes effectively - Front crawl and Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl and Backstroke | Use a range of strokes effectively – Breastroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Breastroke | Perform safe self-rescue in different water-based situations. | Use a range of strokes effectively - Front crawl and Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl and Backstroke |
| **Ongoing Objectives** | Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, incorporating a number of the following skills:  Sculling: head first, feet first  Rotation: forward or backward somersault, log roll  Floating: star on the front or on the back, tuck float, create own  Eggbeater: Moving, lifting one or both arms out of the water | Perform a sitting dive or dive.  Give two examples of how to prepare for exercise and understand why it is important.  Demonstrate an action for getting help.  Give examples of four pool rules. | Swim 10 metres wearing clothes.  Perform a surface dive.  Know the four key water safety messages including:  Always swim in a safe place.  Always swim with an adult.  If you fall in, float, breathe, relax.  If someone else in trouble, call 999  Demonstrate an action for getting help. | Swim 10 metres wearing clothes.  Perform a surface dive.  Give two examples of how to prepare for exercise and understand why it is important.  Give examples of four pool rules. | Perform three different shaped jumps into deep water.  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault. | Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Give two examples of how to prepare for exercise and understand why it is important.  Give examples of four pool rules. |
| **Enrichment** | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School  Water Safety Talk - PCSO | Outdoor and Adventurous Pursuits – Forest School  Canal Walk – focus on safety |
| **Significant Study** |  |  |  |  |  |  |

**Years 5 and 6: Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** |
| **Objectives** | Use a range of strokes effectively – Breastroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Breastroke  Perform safe self-rescue in different water-based situations. | Use a range of strokes effectively - Front crawl and Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl and Backstroke | Use a range of strokes effectively – Butterfly  Swim competently, confidently and proficiently over a distance of at least 25 metres – Breastroke  Perform safe self-rescue in different water-based situations. | Use a range of strokes effectively - Front crawl and Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl and Backstroke | Use a range of strokes effectively – Butterfly  Swim competently, confidently and proficiently over a distance of at least 25 metres – Breastroke  Perform safe self-rescue in different water-based situations. | Use a range of strokes effectively - Front crawl and Backstroke  Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl and Backstroke |
| **Ongoing Objectives** | Swim 10 metres wearing clothes.  Perform a surface dive.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Tread water using eggbeater action for 30 seconds. | Sculling: head first, feet first  Rotation: forward or backward somersault, log roll  Floating: star on the front or on the back, tuck float, create own  Eggbeater: Moving, lifting one or both arms out of the water | Perform three different shaped jumps into deep water.  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault. | Swim 10 metres wearing clothes.  Perform a surface dive. | Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout. | Perform three different shaped jumps into deep water.  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault. |
| **Enrichment** | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School  Water Safety Talk - PCSO | Outdoor and Adventurous Pursuits – Forest School  Canal Walk – focus on safety |
| **Significant Study** |  |  |  |  |  |  |

**Years 5 and 6: Cycle 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Theme** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** | **Swimming** |
| **Objectives** | Use a range of strokes effectively – Butterfly  Swim competently, confidently and proficiently over a distance of at least 25 metres – Breastroke and Butterfly  Perform safe self-rescue in different water-based situations. | Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl, Backstroke and Breast stroke | Perform safe self-rescue in different water-based situations. | Use a range of strokes effectively – Butterfly | Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl, Backstroke and Breast stroke  Perform safe self-rescue in different water-based situations. | Swim competently, confidently and proficiently over a distance of at least 25 metres – Front crawl, Backstroke and Breast stroke  Perform safe self-rescue in different water-based situations. |
| **Ongoing Objectives** | Swim 10 metres wearing clothes.  Perform a surface dive.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.  Tread water using eggbeater action for 30 seconds. | Sculling: head first, feet first  Rotation: forward or backward somersault, log roll  Floating: star on the front or on the back, tuck float, create own  Eggbeater: Moving, lifting one or both arms out of the water | Perform three different shaped jumps into deep water.  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault. | Swim 10 metres wearing clothes.  Perform a surface dive. | Tread water using eggbeater action for 30 seconds.  Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout. | Perform three different shaped jumps into deep water.  Perform a handstand and hold for a minimum of three seconds.  Perform a forward somersault. |
| **Enrichment** | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School | Outdoor and Adventurous Pursuits – Forest School  Water Safety Talk - PCSO | Outdoor and Adventurous Pursuits – Forest School  Canal Walk – focus on safety |
| **Significant Study** |  |  |  |  |  |  |