



## PE Yearly Planner of Core Tasks, Events and Coaching

## Ferryhill Station Primary School

QCA PESSCL Assessment Tasks

Durham County Assessment Tasks

Balance of Activities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R/Y1	<p>Move with Max: In the wood</p> <ul style="list-style-type: none"> <li>-Follow instructions</li> <li>-Develop spatial awareness</li> <li>-Perform balances</li> <li>-Move in a variety of ways</li> <li>-Negotiate space</li> <li>-Handle equipment: picking up, controlling and releasing</li> <li>-Work with a partner and take turns</li> </ul> <p>Oct 22<sup>nd</sup> – Judo Taster</p>	<p>Move with Max: In the wood</p> <ul style="list-style-type: none"> <li>Follow instructions</li> <li>-Develop spatial awareness</li> <li>-Perform balances</li> <li>-Move in a variety of ways</li> <li>-Negotiate space</li> <li>-Handle equipment: picking up, controlling and releasing</li> <li>-Work with a partner and take turns</li> </ul>	<p>Move with Max: up in Space</p> <ul style="list-style-type: none"> <li>-Perform basic gymnastics shapes.</li> <li>-Respond to a stimulus</li> <li>-Spatial Awareness.</li> <li>-Travel in a variety of ways, avoiding obstacles.</li> <li>-Handle equipment whilst moving</li> <li>-Throw for accuracy</li> <li>-Select a path of travel</li> <li>-Travel at speed, avoiding obstacles</li> </ul> <p>Coach - Dance</p>	<p>Move with Max: up in Space</p> <ul style="list-style-type: none"> <li>-Perform basic gymnastics shapes.</li> <li>-Respond to a stimulus</li> <li>-Spatial Awareness.</li> <li>-Travel in a variety of ways, avoiding obstacles.</li> <li>-Handle equipment whilst moving</li> <li>-Throw for accuracy</li> <li>-Select a path of travel</li> <li>-Travel at speed, avoiding obstacles</li> </ul> <p>Coach – Fundamental movement.</p>	<p>Move with Max: Jack and the incredible meanstalk</p> <ul style="list-style-type: none"> <li>-Negotiate space safely and successfully.</li> <li>-Explore different body positions- thin shapes and wide shapes.</li> <li>-Throw towards a target with power and accuracy</li> <li>-Negotiate space, changing speed and direction safely</li> <li>-Handle and transport equipment.</li> <li>-Travel with control in a variety of ways and at different levels.</li> <li>-Send and receive objects</li> <li>-Send and receive with a partner.</li> <li>-Work as a team</li> <li>-Move/ dance to a given stimulus</li> </ul>	<p>Move with Max: Jack and the incredible meanstalk</p> <ul style="list-style-type: none"> <li>Negotiate space safely and successfully.</li> <li>-Explore different body positions- thin shapes and wide shapes.</li> <li>-Throw towards a target with power and accuracy</li> <li>-Negotiate space, changing speed and direction safely</li> <li>-Handle and transport equipment.</li> <li>-Travel with control in a variety of ways and at different levels.</li> <li>-Send and receive objects</li> <li>-Send and receive with a partner.</li> <li>-Work as a team</li> <li>-Move/ dance to a given stimulus</li> </ul>



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						Coach - OAA
Y2/3/4	<p><u>Year 2</u></p> <p>Gymnastics – Unit 1 Task 1 and 2 - L1</p> <p>-developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>-become increasingly competent and confident in extending their agility, balance and co-ordination,individually and with others in increasingly challenging situations</p>	<p><u>Year 2</u></p> <p>Games – Bean Bag Throw L1</p> <p>- develop fundamental movement skills including running, jumping, throwing and catching</p> <p>-become increasingly competent and confident to extend their agility, balance and co-ordination</p> <p>-engage in co-operative and competitive activities against self and</p>	<p><u>Year 2</u></p> <p>Athletics – Off, Up and Away Unit 1 Travel / Throw / Jump L1/2</p> <p>- master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities</p> <p>- Show differences in running at speed and jogging</p> <p>- perform basic jumps with control.</p> <p>- perform a range of throwing actions, e.g. over arm, underarm.</p> <p>- engage in</p>	<p><u>Year 2</u></p> <p>Dance – Themes and Dreams /Own theme Pre L1/L1</p> <p>- perform dances using simple movement patterns.</p> <p>-develop fundamental movement skills</p> <p>-become increasingly competent and confident in extending their agility, balance and co-ordination, individually and with others in increasingly challenging situations</p>	<p><u>Year 2/3/4</u></p> <p>Gymnastics – Unit 2 task 2 L2 Apparatus</p> <p>-develop fundamental movement skills: balance, travel, roll and jump</p> <p>- become increasingly competent and confident in extending their agility, balance and co-ordination,individually and with others in increasingly challenging situations</p>	<p><u>Year 2</u></p> <p>O +A – Gone Fishing L1/2</p> <p>-engage in co-operative physical activities in a range of increasingly challenging situations</p> <p>-enjoy communicating and collaborating with each other</p> <p><u>Year 3 &amp; 4</u></p> <p>O + A – Where am I? L2/3</p>



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	<p><u>Year 3 &amp; 4</u></p> <p><b>Gymnastics – Balancing Act L2</b></p> <p>- develop flexibility, strength, technique, control and balance.</p> <p>-learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement. (sequences should include 3 balances and 3 different ways of travelling)</p> <p>-develop flexibility, strength, technique and control and balance</p> <p>-enjoy communicating and collaborating with</p>	<p>others</p> <p>-participate in team games, developing simple tactics for attack and defence</p> <p><u>Year 3 &amp; 4</u></p> <p><b>Games (Invasion) - Three Touch Ball – L3-</b></p> <p>-learn to use a broader range of skills in isolation and combination, linking actions together e.g. run, jump, catch</p> <p>-enjoy communicating, collaborating and competing against each other</p> <p>-play competitive games, modified</p>	<p>competitive activities against self and others.</p> <p><u>Year 3 &amp; 4</u></p> <p><b>Athletics - Faster, Higher, Further L2/3</b></p> <p>-learn to use a broader range of skills in isolation and combination (different speeds, a combination of jumps, exploring different styles of throwing)</p> <p>-compete against each other</p> <p>-develop an understanding of how to improve and learn to evaluate and recognise their own success</p> <p>-develop strength,</p>	<p><u>Year 3 &amp; 4</u></p> <p><b>Dance – Round the Clock / own theme? L2</b></p> <p>-perform dances using a range of movement patterns</p> <p>- communicate and collaborate with others</p> <p>-develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones</p>	<p><u>Year 3 &amp; 4</u></p> <p>Swimming</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>-perform safe self-rescue in different water-based situations.</p>	<p>-engage in co-operative physical activities in a range of increasingly challenging situations</p> <p>-take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>-compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>-Orientate simple maps and mark control points.</p> <p>Swimming</p> <p>-swim competently, confidently and</p>
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	<p>each other. (partner work)</p> <p>-develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones</p> <p>Coach – Fit for life Oct 22<sup>nd</sup> – Judo taster</p>	<p>where appropriate work</p> <p>-develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best</p> <p>- learn how to evaluate and recognise their own success</p> <p>Coach - Basketball</p>	<p>technique and control</p> <p>Coach - Dance</p>			<p>proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>-perform safe self-rescue in different water-based situations.</p>
<p>Y5 Y6 A</p>	<p>Swimming</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively [for example, front crawl, backstroke and</p>	<p>Swimming</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively [for example, front crawl, backstroke and</p>	<p>Swimming</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively [for example, front crawl, backstroke and</p>	<p>Swimming</p> <p>-swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>-use a range of strokes effectively [for example, front crawl, backstroke and</p>	<p>Games (St + F) – Runners L3/4</p> <p>-Learn to use a broader range of skills in isolation and combination, linking actions together e.g.</p>	<p>Athletics – Distance Challenge Unit 3 All areas</p> <p>-learn to use a broader range of skills in isolation and combination (sustain pace when running,</p>



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	<p>breaststroke] -perform safe self-rescue in different water-based situations.</p> <p>Coach – Fit for life</p> <p>Oct 22nd – Judo taster</p>	<p>breaststroke] -perform safe self-rescue in different water-based situations.</p> <p>Coach - Basketball</p>	<p>breaststroke] -perform safe self-rescue in different water-based situations.</p> <p><b>Dance – What's so Funny? L2/3</b></p> <p>-perform dances using a range of movement patterns</p> <p>- communicate and collaborate with others</p> <p>-develop an understanding of how to improve and learn to evaluate and recognise their own success, having compared their performance with previous ones</p>	<p>breaststroke] -perform safe self-rescue in different water-based situations.</p> <p><b>Gymnastics – Unit 5 task 1 (work in 4's) L3/4</b></p> <p>-learn to use a broader range of skills in isolation and combination, linking them to make sequences of movement. (sequences should be made up of 8 elements)</p> <p>-develop flexibility, strength, technique and control and balance</p> <p>-enjoy communicating</p>	<p>run, jump,catch</p> <p>-enjoy communicating, collaborating and competing against each other</p> <p>-play competitive games, modified where appropriate</p> <p>-develop an understanding of how to improve having compared their performance with previous ones to achieve their personal best</p> <p>-learn how to evaluate and recognise their own success</p> <p><b>O+A – Beat the Clock L3/4</b></p>	<p>demonstrate a range of jumps showing power and control,throw with greater accuracy and efficiency of movement)</p> <p>-compete against each other</p> <p>-develop an understanding of how to improve and learn to evaluate and recognise their own success</p> <p>-develop strength, technique and control</p> <p>Coach - OAA</p>
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				<p>and collaborating with each other. (working in groups of 4-6 people)</p> <p>-develop an understanding of how to improve and learn to evaluate and recognise their own success having compared their performance with previous ones</p>	<p>-engage in co-operative physical activities in a range of increasingly challenging situations</p> <p>-take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>-compare their performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>-draw own maps to set trails for others.</p> <p>- Use the 8 points of the compass to orientate.</p>	
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Summer 1 – whole day coaching – Quidditch (Classes to be considered)