



Physical Education - Long Term Plan and Progression Document



Intent

At Eccleston Lane Ends Primary School Primary School, we are ATHLETES! We want our children to love physical education and sport. We want them to have no limits to what their ambitions are and grow up wanting to be the best version of themselves.

At Eccleston Lane Ends Primary School, we recognise the importance that PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. We aim to deliver high-quality teaching and learning opportunities that enable all children to succeed; enjoy their learning; be resilient and consistently strive to always give their best effort and achieve their potential and personal best. Children participate in competitive sports and through this, we teach children how to co-operate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect, values we hope to embed for future life.

Implementation

PE at Eccleston Lane Ends Primary School provides challenging and enjoyable learning through a range of sporting activities including; Invasion Games, Net & Wall Games, Strike and Field Games, Gymnastics, Dance, Outdoor & Adventure Activities and Swimming.

Children participate in two PE lessons each week, covering two sporting activities every half term. We use and adapt a Scheme of Learning from Get Set 4 P.E. to ensure planning, content and delivery is age-appropriate. This scheme ensures lessons, year on year, are progressive. The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND. We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team within lessons.

Impact

At Eccleston Lane Ends Primary School, we ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing.



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	Autumn	Spring	Summer
EYFS	Introduction to PE: Unit 1 & 2 Fundamentals: Unit 1 & 2	Gymnastics: Unit 1 & 2 Dance: Unit 1 & 2	Ball Skills: Unit 1 & 2 Games: Unit 1 & 2
Year 1	Fundamentals/Sending & Receiving Gymnastics & Yoga	Fitness/Target Games Dance/Team Building	Net & Wall Games/Invasion Games Striking & Fielding Games/Athletics
Year 2	Fundamentals/Sending & Receiving Gymnastics & Yoga	Fitness/Target Games Dance/Team Building	Net & Wall Games/Invasion Games Striking & Fielding Games/Athletics
Year 3	Cricket/Football Gymnastics	Fitness/Yoga OAA/Dance	Tennis/Tag Rugby Golf/Athletics
Year 4	Dodgeball/Handball Gymnastics	Swimming/Yoga OAA/Dance	Tennis/Hockey Rounders/Athletics
Year 5	Cricket/Football Gymnastics	Fitness/Yoga OAA/Dance	Tennis/Tag Rugby Golf/Athletics
Year 6	Cricket/Handball Gymnastics	Swimming/Yoga OAA/Dance	Tennis/Hockey Dodgeball/Athletics



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Physical Education National Curriculum Strands and Key Concepts

	<u>Dance</u>	<u>FMS</u> Fundamentals, fitness & athletics	<u>Games</u> Ball skills, sending & receiving, invasion, target, net & wall, striking & fielding games	<u>Body Management</u> Yoga and gymnastics	<u>OAA</u> Team building & OAA
EYFS					
EYFS end points	<ul style="list-style-type: none"> Copy basic body actions and rhythms. Choose and use travelling actions, shapes and balances. Travel in different pathways using the space around them. Begin to use dynamics and expression with guidance. Begin to count to music. 	<ul style="list-style-type: none"> Run and stop with some control. Explore skipping as a travelling action. Jump and hop with bent knees. Throwing larger balls and beanbags into space. Balance whilst stationary and on the move. Change direction at a slow pace. Explore moving different body parts together. 	<ul style="list-style-type: none"> Drop and catch with two hands. Move a ball with feet. Throw and roll a variety of beanbags and larger balls to space. Kick larger balls to space. Stop a beanbag or large ball sent to them using hands. Attempt to stop a large ball sent to them using feet. Hit a ball with hands. Run and stop when instructed. Move around showing limited awareness of others. Make simple decisions in response to a situation. 	<ul style="list-style-type: none"> Create shapes showing a basic level of stillness using different parts of their bodies. Begin to take weight on different body parts. Show shapes and actions that stretch their bodies. Copy and link simple actions together. 	<ul style="list-style-type: none"> Follow simple instructions. Share their ideas with others. Explore activities making own decisions in response to a task. Make decisions about where to move in space. Follow a path. Begin to identify personal success.
Skills	<p>Actions: explore how my body moves. Copy basic body actions and rhythms.</p> <p>Dynamics: explore actions in response to music and an idea.</p> <p>Space: begin to explore pathways and the space around me and in relation to others.</p> <p>Performance: perform short phrases of movement in front of others.</p>	<p>Running: explore running and stopping safely. Explore changing direction safely.</p> <p>Jumping: explore jumping and hopping safely. Begin to explore take-off and landing safely.</p> <p>Throwing: explore throwing to a target.</p> <p>Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move.</p> <p>Co-ordination: explore moving different body parts together.</p>	<p>Sending: explore sending an object with hands and feet.</p> <p>Catching: explore catching to self and with a partner. Explore catching using a variety of equipment.</p> <p>Tracking: explore stopping a ball with hands and feet.</p> <p>Dribbling: explore dropping and catching with two hands and moving a ball with feet.</p> <p>Sending & Receiving: explore s&r with hands and feet using a variety of equipment.</p> <p>Space: recognise their own space.</p>	<p>Shapes: show contrast with my body including wide/narrow, straight/curved.</p> <p>Balances: explore shapes in stillness using different parts of my body.</p> <p>Rolls: explore rocking and rolling.</p> <p>Jumps: explore jumping safely.</p> <p>Flexibility: explore shapes and actions to stretch my body.</p> <p>Strength: explore taking weight on different body parts.</p> <p>Strategy: explore my own feelings in response to an activity or task.</p>	<p>Problem Solving: explore activities where I have to make my own decisions.</p> <p>Navigational skills: explore moving in space and following a path.</p> <p>Communication: develop confidence in expressing myself.</p>



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		<p>Speed: explore moving and stopping with control.</p> <p>Strength: explore taking weight on different body parts.</p> <p>Stamina: explore moving for extended periods of time.</p> <p>Balancing: explore balancing whilst stationary and on the move.</p> <p>Hopping: explore hopping on both feet.</p> <p>Skiping: explore skipping as a travelling action.</p>	<p>Attacking & Defending: explore changing direction and tagging games.</p> <p>Hitting: explore hitting a ball with hands and pushing with a racket.</p> <p>Feeding & Rallying: explore sending and tracking a ball with a partner.</p> <p>Footwork: explore changing direction, running and stopping.</p> <p>Striking: explore sending a ball to a partner.</p> <p>Fielding: explore tracking and stopping a rolling ball.</p>		
Key Knowledge	<ul style="list-style-type: none"> I can move my body in different ways to create interesting actions. I can change my action to show an idea. If I move into space it will help to keep me and others safe. When watching others, I sit quietly and clap at the end. I know that if I use lots of space, it helps to make my dance look interesting. 	<ul style="list-style-type: none"> I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. I know that bending my knees will help me to land safely. I understand that bigger targets are easier to hit. I know that rules help us to stay safe. I know that I can hold my arms out to help me to balance. I know that moving my arms and legs at the same time helps me to walk, run and jump. I understand that I can hold my weight on different parts of my body. I understand that moving for a long time can make me feel tired. I know that bending my knees will help me to land safely. I understand that I use one foot to hop. 	<ul style="list-style-type: none"> I know to look at the target when sending a ball. I know to have hands out ready to catch. I know to watch the ball as it comes towards me and scoop it with two hands. I know that keeping the ball close will help with control. I know to look at the target when sending a ball and watch the ball to receive it. I know that being in a space gives me room to play. I know that there are different roles in games. I can make simple decisions in response to a task. I know that rules help us to stay safe. I know to point my hand/object at my target when hitting a ball. I know to look at the target when sending a ball and watch the ball to receive it. 	<ul style="list-style-type: none"> I understand that I can make different shapes with my body. I know that I should be still when holding a balance. I know that I can change my body shape to help me to roll. I know that bending my knees will help me to land safely. I know that if I hold a shape and count to five people will see it clearly. I know that it is easier to balance using more parts of my body than fewer parts. I know that I can make my body longer by reaching out with my arms and legs. I understand that I can hold my weight on different parts of my body. I understand how movement makes me feel. 	<ul style="list-style-type: none"> I can make simple decisions in response to a task. I know that moving into space away from others will help me to stay safe. I know to leave a gap when following a path will help me to stay safe. I know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. I can begin to identify when I am successful. I know that rules help us to stay safe.



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		<ul style="list-style-type: none"><input type="checkbox"/> I know that if I hop then step that will help me to skip.<input type="checkbox"/> I know to point my hand at my target when striking a ball.<input type="checkbox"/> I know to scoop a ball with two hands.<input type="checkbox"/> I know to point my hand at my target when throwing.<input type="checkbox"/> I know to have hands out ready to catch.<input type="checkbox"/> I can make simple decisions in response to a task.	<ul style="list-style-type: none"><input type="checkbox"/> I know to use big steps to run and small steps to stop.		
Vocabulary	aim, around, backwards, ball, balance, bend, bounce, catch, caught, copy, counts, direction, dribble, fast, finish, forwards, high, hit, hold, hop, jog, jump, land, lose, low, over, partner, pass, points, position, ready, roll, rules, run, safely, score, shape, sideways, slow, space, squeeze, start-position, still, stop, target, team, throw, travel, win				



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Year 1					
Year 1 end points	<ul style="list-style-type: none"> Copy, remember and repeat actions. Choose actions for an idea. Use changes of direction, speed and levels with guidance. Show some sense of dynamic and expressive qualities. Begin to use counts. 	<ul style="list-style-type: none"> Attempt to run at different speeds showing an awareness of technique. Begin to link running and jumping movements with some control. Jump, leap and hop and choosing which allows them to jump the furthest. Throw towards a target. Show some control and balance when travelling at different speeds. Begin to show balance and co-ordination when changing direction. Use co-ordination with and without equipment. 	<ul style="list-style-type: none"> Drop and catch a ball after one bounce on the move. Move a ball using different parts of the foot. Throw and roll towards a target with some varying techniques. Kick towards a stationary target. Catch a beanbag and a medium-sized ball. Attempt to track balls and other equipment sent to them. Strike a stationary ball using a racket. Run, stop and change direction with some balance and control. Recognise space in relation to others. Begin to use simple tactics with guidance. 	<ul style="list-style-type: none"> Perform balances making their body tense, stretched and curled. Take body weight on hands for short periods of time. Demonstrate poses and movements that challenge their flexibility. Remember, repeat and link simple actions together. 	<ul style="list-style-type: none"> Follow instructions. Begin to work with a partner and a small group. Understand the rules of the game and suggest ideas to solve simple tasks. Copy a simple diagram/map. Identify own and others' success.
Skills	<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.</p>	<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing.</p>	<p>Sending: roll and throw with some accuracy towards a target.</p> <p>Catching: begin to catch with two hands. Catch after a bounce. Develop co-</p>	<p>Shapes: explore basic shapes straight, tuck, straddle, pike.</p> <p>Balances: perform balances making my body tense, stretched and curled.</p>	<p>Problem Solving: suggest ideas in response to a task.</p> <p>Navigational Skills: follow a path and lead others.</p> <p>Communication: communicate simple</p>



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	<p><u>Dynamics</u>: explore varying speeds to represent an idea.</p> <p><u>Space</u>: explore pathways within my performance.</p> <p>Relationships: begin to explore actions and pathways with a partner.</p> <p><u>Performance</u>: perform on my own and with others to an audience.</p>	<p>Explore hopping, jumping and leaping for distance.</p> <p>Demonstrate control in take-off and landing when jumping.</p> <p><u>Throwing</u>: explore throwing for distance and accuracy.</p> <p>Agility: change direction whilst running.</p> <p><u>Balance</u>: explore balancing in more challenging activities with some success. Move with some control and balance. Explore stability and landing safely.</p> <p><u>Co-ordination</u>: explore co-ordination when using equipment.</p> <p><u>Speed</u>: explore running at different speeds.</p> <p>Strength: explore exercises using my own body weight.</p> <p><u>Stamina</u>: explore moving for longer periods of time and identify how it makes me feel.</p> <p><u>Hopping</u>: begin to explore hopping in different directions.</p> <p><u>Skiping</u>: show co-ordination when turning a rope. Use</p>	<p>ordination and technique when catching.</p> <p><u>Tracking</u>: track a ball being sent directly.</p> <p><u>Dribbling</u>: explore dribbling with hands and feet.</p> <p><u>Sending & Receiving</u>: explore s&r with hands and feet to a partner.</p> <p><u>Space</u>: recognise good space when playing games.</p> <p><u>Attacking</u>: explore changing direction to move away from a partner.</p> <p><u>Defending</u>: explore tracking and moving to stay with a partner.</p> <p><u>Hitting</u>: explore hitting a dropped ball with a racket.</p> <p><u>Feeding</u>: throw a ball over a net to land into the court area.</p> <p><u>Rallying</u>: explore sending a ball with hands and a racket.</p> <p><u>Footwork</u>: use the ready position to move towards a ball.</p> <p><u>Striking</u>: explore striking a ball with their hand and equipment.</p> <p><u>Fielding</u>: develop tracking and retrieving a ball.</p>	<p><u>Rolls</u>: explore barrel, straight and forward roll progressions.</p> <p><u>Jumps</u>: explore shape jumps including jumping off low apparatus.</p> <p><u>Balance</u>: perform balances and poses making my body tense, stretched and curled.</p> <p><u>Flexibility</u>: explore poses and movements that challenge my flexibility.</p> <p><u>Strength</u>: explore strength whilst transitioning from one pose to another.</p> <p><u>Strategy</u>: recognise my own feelings in response to a task or activity.</p>	<p>instructions and listen to others.</p>
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		rhythm to jump continuously in a French rope.	<p>Throwing: explore technique when throwing over and underarm.</p> <p>Throwing overarm: explore technique when throwing overarm towards a target.</p> <p>Throwing underarm: explore technique when throwing underarm towards a target.</p>		
Key Knowledge	<ul style="list-style-type: none"> I understand that actions can be sequenced to create a dance. I understand that I can create fast and slow actions to show an idea. I understand that there are different directions and pathways within space. I understand that when dancing with a partner it is important to be aware of each other and keep in time. I know that standing still at the start and at the end of the dance lets the audience know when I 	<ul style="list-style-type: none"> I understand that if I swing my arms it will help me to run faster. I know that landing on the balls of my feet helps me to land with control. I understand that if I bend my knees it will help me to jump further. I know that stepping forward with my opposite foot to hand will help me to throw further. I know that rules help us to play fairly. I understand that bending my knees will help me to change direction. 	<ul style="list-style-type: none"> I know to face my body towards my target when rolling and throwing underarm to help me to balance. I know to watch the ball as it comes towards me. I know to move my feet to get in the line with the ball. I know that moving with a ball is called dribbling. I know to look at my partner before sending the ball. I understand that being in a good space helps us to pass the ball. I know that being able to move away from a partner helps my team to pass me the ball. 	<ul style="list-style-type: none"> I understand that I can improve my shapes by extending parts of my body. I know that balances should be held for 5 seconds. I know that I can use different shapes to roll. I know that landing on the balls of my feet helps me to land with control. I know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended. I know that if I focus on something still it will help me to balance. I know that yoga helps to improve flexibility 	<ul style="list-style-type: none"> I know that working collaboratively with others will help to solve challenges. I know that deciding which way to go before starting will help me. I know that using short instructions will help my partner e.g. start/stop. I can identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.



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	<p>have started and when I have finished.</p> <ul style="list-style-type: none"><input type="checkbox"/> I know that if I use exaggerated actions it helps the audience to see them clearly.	<ul style="list-style-type: none"><input type="checkbox"/> I know that looking ahead will help me to balance.<input type="checkbox"/> I know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing.<input type="checkbox"/> I understand that exercise helps me to become stronger.<input type="checkbox"/> I understand that when I move for a long time it can make me feel hot and I breathe faster.<input type="checkbox"/> I understand that bending my knees will help me to change direction.<input type="checkbox"/> I know that looking ahead will help me to balance.<input type="checkbox"/> I know that landing on my feet helps me to balance.<input type="checkbox"/> I know that I should hop with a soft bent knee.<input type="checkbox"/> I know that I should use the opposite arm to leg when I skip.<input type="checkbox"/> I know that jumping on the balls of my feet	<ul style="list-style-type: none"><input type="checkbox"/> I know that staying with a partner makes it more difficult for them to receive the ball.<input type="checkbox"/> I know that rules help us to play fairly.<input type="checkbox"/> I know to use the centre of the racket for control.<input type="checkbox"/> I know to use an underarm throw to feed to a partner.<input type="checkbox"/> I know that throwing/hitting to my partner with not too much power will help them to return the ball.<input type="checkbox"/> I know that using a ready position will help me to move in any direction.<input type="checkbox"/> I know that tactics can help us to be successful when playing games.<input type="checkbox"/> I understand that the harder I strike, the further the ball will travel.<input type="checkbox"/> I know that throwing the ball back is quicker than running with it.	<p>which we need in everyday tasks.</p> <ul style="list-style-type: none"><input type="checkbox"/> I know that I can use my strength to move slowly and with control.<input type="checkbox"/> I understand that yoga can make me feel happy.	
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		helps me to keep a consistent rhythm.	<ul style="list-style-type: none"><input type="checkbox"/> I know which type of throw to use to throw over longer distances.<input type="checkbox"/> I know to watch the ball as it comes towards me.<input type="checkbox"/> I know which type of throw to use for distance and accuracy.<input type="checkbox"/> I know that my body position will affect the accuracy of my throw.		
Vocabulary	active, action, balance, beat, batting, bones, bowl, bowler, brain, breath, breathing, calm, challenge, communicate, control, copy, direction, dodge, exercise, fast, feel, fielder, fielding, focus, further, goal, healthy, heart, hit, include, instructions, jog, lead, leap, level, listen, map, mark, memory, mood, muscles, net, out, overarm, pathway, plan, pose, quick, quickly, racket, ready-position, share, solve, speed, stand, stretch, strong, successful, support, swing, talk, timing, track, underarm, walk.				



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Year 2

Year 2 end points	<ul style="list-style-type: none">□ Copy, remember and repeat a series of actions.□ Select from a wider range of actions in relation to a stimulus.□ Use pathways, levels, shapes, directions, speeds and timing with guidance.□ Use mirroring and unison when completing actions with a partner.□ Show a character through actions, dynamics and expression.□ Use counts with help to stay in time with the music.	<ul style="list-style-type: none">□ Show balance and coordination when running at different speeds.□ Link running and jumping movements with some control and balance.□ Show hopping and jumping movements with some balance and control.□ Change technique to throw for distance.□ Show control and balance when travelling at different speeds.□ Demonstrates balance and co-ordination when changing direction.□ Perform actions with increased control when co-ordinating their body with and without equipment.	<ul style="list-style-type: none">□ Dribble a ball with two hands on the move.□ Dribble a ball with some success, stopping it when required.□ Throw and roll towards a target using varying techniques with some success.□ Show balance when kicking towards a target.□ Catch an object passed to them, with and without a bounce.□ Move to track a ball and stop it using feet with limited success.□ Strike a ball using a racket.□ Run, stop and change direction with balance and control.□ Move to space to help score goals or limit others scoring.□ Use simple tactics.	<ul style="list-style-type: none">□ Perform balances on different body parts with some control and balance.□ Take body weight on different body parts, with and without apparatus.□ Show increased awareness of extension and flexibility in actions.□ Copy, remember, repeat and plan linking simple actions with some control and technique.	<ul style="list-style-type: none">□ Follow instructions accurately.□ Work co-operatively with a partner and a small group, taking turns and listening to each other.□ Try different ideas to solve a task.□ Follow and create a simple diagram/map.□ Understand when a challenge is solved successfully and begin to suggest simple ways to improve.
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<p>Skills</p>	<p><u>Actions:</u> accurately remember, repeat and link actions to express an idea. <u>Dynamics:</u> develop an understanding of dynamics. <u>Space:</u> develop the use of pathways and travelling actions to include levels. <u>Relationships:</u> explore working with a partner using unison, matching and mirroring. <u>Performance:</u> develop the use of facial expressions in my performance.</p>	<p><u>Running:</u> develop the sprinting action. Demonstrate balance when changing direction. Clearly show different speeds when running <u>Jumping:</u> develop jumping, hopping and skipping actions. Explore safely jumping for distance, height and in different directions. <u>Throwing:</u> develop overarm throwing for distance. <u>Agility:</u> demonstrate improved technique when changing direction on the move. <u>Balance:</u> demonstrate increased balance whilst travelling along and over equipment. <u>Co-ordination:</u> perform actions with increased control when co-ordinating my body with and without equipment. <u>Speed:</u> demonstrate running at different speeds. <u>Strength:</u> demonstrate increased control in body weight exercises.</p>	<p><u>Sending:</u> roll, throw and kick a ball to hit a target. <u>Catching:</u> develop catching a range of objects with two hands. Catch with and without a bounce. <u>Tracking:</u> consistently track and collect a ball being sent directly. <u>Dribbling:</u> explore dribbling with hands and feet with increasing control on the move. <u>Sending & Receiving:</u> developing s&r with increased control. <u>Space:</u> explore moving into space away from others. <u>Attacking:</u> developing moving into space away from defenders. <u>Defending:</u> explore staying close to other players to try and stop them getting the ball. <u>Hitting:</u> develop hitting a dropped ball over a net. <u>Feeding:</u> accurately underarm throw over a net to a partner.</p>	<p><u>Shapes:</u> explore using shapes in different gymnastic balances. <u>Balances:</u> remember, repeat and link combinations of gymnastic balances and poses. <u>Rolls:</u> explore barrel, straight and forward roll and put into sequence work. <u>Jumps:</u> explore shape jumps and take off combinations. <u>Flexibility:</u> show increased awareness of extension in poses. <u>Strength:</u> demonstrate increased control in performing poses. <u>Strategy:</u> explore controlling my focus and sense of calm.</p>	<p><u>Problem Solving:</u> begin to plan and apply strategies to overcome a challenge. <u>Navigational Skills:</u> follow and create a simple diagram/map. <u>Communication:</u> work co-operatively with a partner and a small group.</p>
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		<p>Stamina: show an ability to work for longer periods of time.</p> <p>Balancing: demonstrate balance when performing movements.</p> <p>Hopping: demonstrate hopping for distance, height and in different directions.</p> <p>Skiping: explore single and double bounce when jumping in a rope.</p>	<p>Rallying: explore underarm rallying with a partner catching after one bounce.</p> <p>Footwork: consistently use the ready position to move towards a ball.</p> <p>Striking: develop striking a ball with their hand and equipment with some consistency.</p> <p>Fielding: develop tracking a ball and decision making with the ball.</p> <p>Throwing: develop co-ordination and technique when throwing over and underarm.</p> <p>Throwing Overarm: develop co-ordination and technique when throwing overarm towards a target.</p> <p>Throwing Underarm: develop co-ordination and technique when throwing underarm towards a target.</p>		
Key Knowledge	<ul style="list-style-type: none"><input type="checkbox"/> I know that sequencing actions in a particular order will help me to tell the story of my dance.<input type="checkbox"/> I understand that I can change the way I	<ul style="list-style-type: none"><input type="checkbox"/> I know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.	<ul style="list-style-type: none"><input type="checkbox"/> I know that stepping with opposite foot to throwing arm will help me to balance.<input type="checkbox"/> I know to use wide fingers and pull the ball	<ul style="list-style-type: none"><input type="checkbox"/> I know that some shapes link well together.<input type="checkbox"/> I understand that squeezing my muscles helps me to balance.<input type="checkbox"/> I understand that there are different teaching	<ul style="list-style-type: none"><input type="checkbox"/> I know that listening to each other's ideas might give us an idea we hadn't thought of.<input type="checkbox"/> I understand that the map tells us what to do.



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	<p>perform actions to show an idea.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know that I can use different directions, pathways and levels in my dance. <input type="checkbox"/> I know that using counts of 8 will help me to stay in time with my partner and the music. <input type="checkbox"/> I know that using facial expressions helps to show the mood of my dance. <input type="checkbox"/> I know that if I practice my dance my performance will improve. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know that swinging my arms forwards will help me to jump further. <input type="checkbox"/> I know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. <input type="checkbox"/> I know how to follow simple rules when working with others. <input type="checkbox"/> I know using small quick steps helps me to change direction. <input type="checkbox"/> I understand that I can squeeze my muscles to help me to balance. <input type="checkbox"/> I understand that some skills require me to move body parts at different times such as skipping. <input type="checkbox"/> I know that I take shorter steps to jog and bigger steps to run. <input type="checkbox"/> I know that strength helps us with everyday tasks such as carrying our school bag. <input type="checkbox"/> I know that I need to run slower if running for a long period of time. 	<p>in to my chest to help to securely catch.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know that it is easier to move towards a ball to track it than chase it. <input type="checkbox"/> I know to keep my head up when dribbling to see space/opponents. <input type="checkbox"/> I know to control the ball before sending it. <input type="checkbox"/> I know that keeping my head up will help me to know where defenders are. <input type="checkbox"/> I know that moving into space away from defenders helps me to pass and receive a ball. <input type="checkbox"/> I know that when my team is in possession of the ball, I am an attacker and we can score. <input type="checkbox"/> I know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. <input type="checkbox"/> I know that standing between the ball and the attacker will help me to 	<p>points for different rolls.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand that looking forward will help me to land with control. <input type="checkbox"/> I know that if I use shapes that link well together it will help my sequence to flow. <input type="checkbox"/> I understand that I can squeeze my muscles to help me to balance. <input type="checkbox"/> I know that flexibility helps us to stretch our muscles and increase the movement in our joints. <input type="checkbox"/> I know that strength helps us with everyday tasks such as carrying our school bag. <input type="checkbox"/> I understand that I can use yoga to make me feel calm. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know to use encouraging words when speaking to a partner or group to help them to trust me. <input type="checkbox"/> I verbalise when I am successful and areas that I could improve. <input type="checkbox"/> I know how to follow and apply simple rules.
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		<ul style="list-style-type: none"><input type="checkbox"/> I know that putting weight into the front of my feet helps me to stop in a balanced position.<input type="checkbox"/> I know that if I look straight ahead it will stop me falling over when I land.<input type="checkbox"/> I know that I should swing opposite arm to leg to help me balance when skipping without a rope.	<ul style="list-style-type: none"><input type="checkbox"/> stop them from getting the ball.<input type="checkbox"/> I understand and apply simple tactics for attack and defence.<input type="checkbox"/> I know how to score points and follow simple rules.<input type="checkbox"/> I know to watch the ball as it comes towards me to help me to prepare to hit it.<input type="checkbox"/> I know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.<input type="checkbox"/> I know that sending the ball towards my partner will help me to keep a rally going.<input type="checkbox"/> I know that using a ready position helps me to react quickly and return/catch a ball.<input type="checkbox"/> I understand that applying simple tactics makes it difficult for my opponent.<input type="checkbox"/> I know how to score points and follow simple rules.		
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			<ul style="list-style-type: none"><input type="checkbox"/> I understand the role of a batter. Know that striking quickly will increase the power.<input type="checkbox"/> I understand that there are different roles within a fielding team.<input type="checkbox"/> I Know to move towards the ball to collect it to limit a batter's points.<input type="checkbox"/> I know that stepping with opposite foot to throwing arm will help me to balance.<input type="checkbox"/> I know to use wide fingers and pull the ball in to my chest to help me to securely catch.<input type="checkbox"/> I understand and apply simple tactics for attack (batting) and defence (fielding).<input type="checkbox"/> I Know that moving my arm quicker will give me more power.<input type="checkbox"/> I know to finish with my object/hand pointing at my target.		
Vocabulary	accurate, ahead, aim, backstop, choose, collect, defend, distance, dynamics, expression, far, flow, flexibility, goalkeeper, height, hurdle, landing, link, matching, mirroring, opponent, pathway, perform, pike, possession, prepare, release, receive, return, runs, sequence, speed, sprint, stability, steady, strength, straddle, stump, tactic, take off, tuck, touch, trap, tired, unison, weight				



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Year 3					
Year 3 end points	<ul style="list-style-type: none"> Copy remember and perform a dance phrase. Create short dance phrases that communicate an idea. Use canon, unison and formation to represent an idea. Match dynamic and expressive qualities to a range of ideas. Use counts to keep in time with a partner and group. 	<ul style="list-style-type: none"> Show balance, coordination and technique when running at different speeds, stopping with control. Link running, hopping and jumping actions using different take offs and landing. Jump for distance and height with an awareness of technique. Throw a variety of objects, changing action for accuracy and distance. Demonstrate balance when performing other fundamental skills. Show balance when changing direction in combination with other skills. Can co-ordinate their bodies with increased consistency in a variety of activities. 	<ul style="list-style-type: none"> Dribble the ball with one hand with some control in game situations. Dribble a ball with feet with some control in game situations. Use a variety of throwing techniques in game situations. Kick towards a partner in game situations. Catch a ball passed to them using one and two hands with some success. Receive a ball sent to them using different parts of the foot. Strike a ball with varying techniques. Change direction with increasing speed in game situations. Use space with some success in game situations. Use simple tactics individually and within a team. 	<ul style="list-style-type: none"> Complete balances with increasing stability, control and technique. Demonstrate some strength and control when taking weight on different body parts for longer periods of time. Demonstrate increased flexibility and extension in their actions. Choose actions that flow well into one another both on and off apparatus. 	<ul style="list-style-type: none"> Follow instructions from a peer and give simple instructions. Work collaboratively with a partner and a small group, listening to and accepting others' ideas. Plan and attempt to apply strategies to solve problems. Orientate and follow a diagram/map. Reflect on when and why challenges are solved successfully and use others' success to help them to improve.



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<p>Skills</p>	<p><u>Actions</u>: create actions in response to a stimulus individually and in groups. <u>Dynamics</u>: use dynamics effectively to express an idea. <u>Space</u>: use direction to transition between formations. <u>Relationships</u>: develop an understanding of formations. <u>Performance</u>: perform short, self-choreographed phrases showing an awareness of timing.</p>	<p><u>Running</u>: develop the sprinting technique and apply it to relay events. Change direction. Show an increase and decrease in speed. <u>Jumping</u>: develop technique when jumping for distance in a range of approaches and take off positions. <u>Throwing</u>: explore the technique for a pull throw. <u>Agility</u>: show balance when changing direction. <u>Balance</u>: explore more complex activities which challenge balance. Demonstrate balance when performing other fundamental skills. <u>Co-ordination</u>: co-ordinate my body with increased consistency in a variety of activities. <u>Speed</u>: explore sprinting technique. <u>Strength</u>: explore building strength in different muscle groups. <u>Stamina</u>: explore using my breath to increase my ability to work for longer periods of time.</p>	<p><u>Sending</u>: send a ball with accuracy and increasing consistency to a target. <u>Catching</u>: catch a range of objects with increasing consistency. Catch with some consistency in game situations. <u>Tracking</u>: track a ball not sent directly. <u>Dribbling</u>: dribble a ball with hands and feet with control. Explore dribbling the ball abiding by the rules of the game under some pressure. <u>Sending & Receiving</u>: explore s&r abiding by the rules of the game. <u>Space</u>: develop using space as a team. <u>Attacking</u>: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. <u>Defending</u>: develop tracking opponents to limit their scoring opportunities. <u>Shots</u>: explore returning a ball using shots such as the forehand and backhand.</p>	<p><u>Shapes</u>: explore matching and contrasting shapes. <u>Balances</u>: explore point and patch balances and transition smoothly into and out of them. <u>Rolls</u>: develop the straight, barrel, and forward roll. <u>Jumps</u>: develop stepping into shape jumps with control. <u>Balance</u>: demonstrate increased control when in poses. <u>Flexibility</u>: explore poses and movement in relation to my breath. <u>Strength</u>: explore arm balances with some control. <u>Strategy</u>: develop my ability to stay still and keep my focus.</p>	<p><u>Problem Solving</u>: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. <u>Navigational Skills</u>: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. <u>Communication</u>: follow and give instructions and accept other peoples' ideas.</p>
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		<p><u>Jumping and Hopping:</u> link jumping and hopping actions.</p> <p><u>Skipping:</u> jump and turn a skipping rope.</p>	<p><u>Rallying:</u> explore rallying using a forehand.</p> <p><u>Footwork:</u> consistently use and return to the ready position in between shots.</p> <p><u>Striking:</u> begin to strike a bowled ball after a bounce with accuracy and balance with different equipment.</p> <p><u>Fielding:</u> explore bowling to a target and fielding skills to include a two-handed pick up.</p> <p><u>Throwing:</u> use overarm and underarm throwing in game situations. Explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move.</p>		
Key Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> I understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. <input type="checkbox"/> I understand that all actions can be performed differently to help to show effect. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know that if I jump and land quickly it will help me to jump further. <input type="checkbox"/> I understand that the speed of the movement helps to create power. <input type="checkbox"/> I know the rules of the event and begin to apply them. <input type="checkbox"/> I understand how agility helps us with everyday tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. <input type="checkbox"/> I know to move my feet to the ball. <input type="checkbox"/> I know that using a ready position will help me to react to the ball. <input type="checkbox"/> I know that dribbling is an attacking skill used in games which helps us to 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand how to use body tension to make my shapes look better. <input type="checkbox"/> I understand that I can make my balances look interesting by using different levels. <input type="checkbox"/> I understand the safety considerations when performing more difficult rolls. <input type="checkbox"/> I understand that I can change the take off and shape of my jumps to 	<ul style="list-style-type: none"> <input type="checkbox"/> I know that trying ideas before deciding on a solution will help us to come up with the best idea. <input type="checkbox"/> I know to hold the map so that the items on the map match up to the items that have been placed out. <input type="checkbox"/> I know to take turns when giving ideas and not to interrupt each other.



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	<ul style="list-style-type: none"> <input type="checkbox"/> I understand that I can use space to help my dance to flow. <input type="checkbox"/> I understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. <input type="checkbox"/> I understand that I can use timing techniques such as canon and unison to create effect. <input type="checkbox"/> I know that if I show sensitivity to the music, my performance will look more complete. 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand how balance helps us with everyday tasks. <input type="checkbox"/> I understand how co-ordination helps us with everyday tasks. <input type="checkbox"/> I know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. <input type="checkbox"/> I understand how stamina helps us in other life activities. <input type="checkbox"/> I understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). <input type="checkbox"/> I know that if I jump and land in quick succession, momentum will help me to jump further. <input type="checkbox"/> I understand that I should turn the rope from my wrists with wide 	<ul style="list-style-type: none"> <input type="checkbox"/> move towards a goal or away from defenders. <input type="checkbox"/> I know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. <input type="checkbox"/> I know that by spreading out as a team we move the defenders away from each other. <input type="checkbox"/> I know my role as an attacker and defender. <input type="checkbox"/> I know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. <input type="checkbox"/> I know the rules of the game and begin to apply them. <input type="checkbox"/> I know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. <input type="checkbox"/> I know that hitting towards my partner will help them to return the 	<ul style="list-style-type: none"> <input type="checkbox"/> make them look interesting. <input type="checkbox"/> I know that if I use different levels it will help to make my sequence look interesting. <input type="checkbox"/> I understand that if I use the whole of the body part in contact with the floor, it will help me to balance. <input type="checkbox"/> I know that if I move as I breathe out, I can stretch a little bit further. <input type="checkbox"/> I understand that I need to use different muscles for different poses. <input type="checkbox"/> I know that I can use my breath to focus. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can reflect on when and why I am successful at solving challenges. <input type="checkbox"/> I know that using the rules honestly will help to keep myself and others safe
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		<p>hands to create a gap to step through.</p>	<p>ball easier and keep the rally going.</p> <ul style="list-style-type: none"><input type="checkbox"/> I know that moving to the middle of my court will enable me to cover the most space.<input type="checkbox"/> I know that striking to space away from fielders will help me to score.<input type="checkbox"/> I know to look at where a batter is before deciding what to do.<input type="checkbox"/> I know to communicate with teammates before throwing them a ball.<input type="checkbox"/> I know that overarm throwing is used for long distances and underarm throwing for shorter distances.<input type="checkbox"/> I know to throw slightly ahead of a moving target.<input type="checkbox"/> I know that beginning in a ready position will help me to react to the ball.<input type="checkbox"/> I know that using a bigger swing will give me more power.		
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Vocabulary	accuracy, accurate, action, agility, baton, backhand, barrier, block, body-tension, cannon, caught-out, chip, collaborate, communication, compass, competition, complement, contrast, control, cooperate, course, court, discuss, drive, event, explore, extend, face, feedback, flow, forehand, formation, grip, hit, honest, immigration, intercept, interact, invasion, interrupt, landing-position, link, match, mindfulness, no-ball, offside, opponent, opposition, patch, personal, personal-best, pitch, point, possession, power, progress, putt, rally, react, receiver, relay, relax, rhythm, route, run-out, short-barrier, speed, stamina, strike, symbol, tactic, tactics, tackle, take-off, teamwork, technique, tournament, trust, umpire, wicket
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Year 4

Year 4 end points

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| <ul style="list-style-type: none">□ Copy, remember and adapt set choreography.□ Choreograph considering structure individually, with a partner and in a group.□ Use action and reaction to represent an idea.□ Change dynamics to express changes in character or narrative.□ Use counts when choreographing short phrases. | <ul style="list-style-type: none">□ Demonstrate how and when to speed up and slow down when running.□ Link hopping and jumping actions with some control.□ Jump for distance and height showing balance and control.□ Throw with some accuracy and power towards a target area.□ Demonstrate good balance when performing other fundamental skills.□ Show balance when changing direction at speed in combination with other skills.□ Begin to co-ordinate their body at speed in response to a task. | <ul style="list-style-type: none">□ Link dribbling the ball with other actions with increasing control.□ Change direction when dribbling with feet with some control in games.□ Use a variety of throwing techniques with increasing success in game situations.□ Kick with increasing success in games.□ Catch a ball passed to them using one and two hands with increasing success.□ Receive a ball using different parts of the foot under pressure.□ Strike a ball using varying techniques with increasing accuracy.□ Change direction to lose an opponent with some success.□ Create and use space with some success in game situations.□ Use simple tactics to help their team score or gain possession. | <ul style="list-style-type: none">□ Use body tension to perform balances both individually and with a partner.□ Demonstrate increasing strength, control and technique when taking own and others weight.□ Demonstrate increased flexibility and extension in more challenging actions.□ Plan and perform sequences showing control and technique with and without a partner. | <ul style="list-style-type: none">□ Accurately follow instructions given by a peer and give clear and usable instructions to a peer.□ Confidently communicate ideas and listen to others before deciding on the best approach.□ Plan and apply strategies to solve problems.□ Identify key symbols on a map and use a key to help navigate around a grid.□ Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements. |
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<p>Skills</p>	<p><u>Actions:</u> respond imaginatively to a range of stimuli related to character and narrative.</p> <p><u>Dynamics:</u> change dynamics confidently within a performance to express changes in character.</p> <p><u>Space:</u> confidently use changes in level, direction and pathway.</p> <p><u>Relationships:</u> use action and reaction to represent an idea.</p> <p><u>Performance:</u> perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>	<p><u>Running:</u> develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate.</p> <p><u>Jumping:</u> develop technique when jumping for distance.</p> <p><u>Throwing:</u> explore power and technique when throwing for distance in a pull and heave throw.</p> <p><u>Agility:</u> show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance.</p> <p><u>Co-ordination:</u> explore increased speed when co-ordinating my body.</p> <p><u>Speed:</u> demonstrate improved sprinting technique.</p> <p><u>Strength:</u> develop building strength in different muscle groups.</p>	<p><u>Sending:</u> accurately use a range of techniques to send a ball to a target.</p> <p><u>Catching:</u> catch different sized objects with increasing consistency with one and two hands.</p> <p><u>Catching (dodgeball):</u> catch with increasing consistency.</p> <p><u>Throwing:</u> use overarm and underarm throwing with increased consistency in game situations. Throw with increasing accuracy at a target.</p> <p><u>Tracking:</u> consistently track a ball sent directly and indirectly.</p> <p><u>Dribbling:</u> dribble a ball with increasing control and co-ordination. Link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p><u>Sending & Receiving:</u> develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p>	<p><u>Shapes:</u> develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand.</p> <p><u>Balances:</u> develop control and fluency in individual and partner balances.</p> <p><u>Rolls:</u> develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p><u>Jumps:</u> develop control in performing and landing rotation jumps.</p> <p><u>Balance:</u> explore using my breath to maintain balance within a pose.</p> <p><u>Flexibility:</u> demonstrate increased extension in poses.</p> <p><u>Strength:</u> demonstrate increased control and strength when in a pose.</p> <p><u>Strategy:</u> engage with mindfulness activities with increased focus.</p>	<p><u>Problem Solving:</u> plan independently and in small groups, implementing a strategy with increased success.</p> <p><u>Navigational Skills:</u> identify key symbols on a map and follow a route.</p> <p><u>Communication:</u> confidently communicate ideas and listen to others.</p>
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		<p><u>Stamina:</u> demonstrate using my breath to maintain my work rate.</p> <p><u>Balancing:</u> demonstrate good balance and control when performing other fundamental skills.</p> <p><u>Jumping and Hopping:</u> link hopping and jumping actions with other fundamental skills.</p> <p><u>Skiping:</u> consistently skip in a rope.</p>	<p><u>Space:</u> develop moving into space to help my team.</p> <p><u>Attacking:</u> change direction to lose an opponent with some success.</p> <p><u>Defending:</u> develop defending one on one and begin to intercept.</p> <p><u>Shots:</u> demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p><u>Rallying:</u> develop rallying using both forehand and backhand with increased technique.</p> <p><u>Footwork:</u> begin to use appropriate footwork patterns to move around the court.</p> <p><u>Striking:</u> develop batting technique with a range of equipment.</p> <p><u>Fielding:</u> develop bowling with some consistency, abiding by the rules of the game.</p> <p><u>Striking:</u> strike a ball with increasing consistency.</p>		
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Key Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> I understand that some actions are better suited to a certain character, mood or idea than others. <input type="checkbox"/> I understand that some dynamics are better suited to a certain character, mood or idea than others. <input type="checkbox"/> I understand that space can be used to express a certain character, mood or idea. <input type="checkbox"/> I understand that some relationships are better suited to a certain character, mood or idea than others. <input type="checkbox"/> I know that being aware of other performers in my group will help us to move in time. <input type="checkbox"/> I know that I can select from a range of dance techniques to translate my idea. 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand that I need to pace myself when running further or for a long period of time. <input type="checkbox"/> I understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. <input type="checkbox"/> I understand that transferring weight will help me to jump further. <input type="checkbox"/> I understand that transferring weight will help me to throw further. <input type="checkbox"/> I know and understand the rules to be able to manage our own events. <input type="checkbox"/> I know that keeping my elbows bent when changing direction will help me to stay balanced. <input type="checkbox"/> I understand that I need to squeeze different muscles to help me to stay balanced in different activities. <input type="checkbox"/> I understand that if I begin in a ready position I can react quicker. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know that I can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender. <input type="checkbox"/> I know to adjust my hands to the height of the ball. <input type="checkbox"/> I know that tracking a ball is an important skill used in games activities and be able to give examples of this. <input type="checkbox"/> I know that dribbling with soft hands/touches will help me to keep control. <input type="checkbox"/> I know that cushioning a ball will help me to control it when receiving it. <input type="checkbox"/> I know that protecting the ball as I dribble will help me to maintain possession. <input type="checkbox"/> I know that moving into space will help my team keep possession and score goals. <input type="checkbox"/> I recognise when to pass and when to shoot. 	<ul style="list-style-type: none"> <input type="checkbox"/> I understand how shapes can be used to improve my sequence. <input type="checkbox"/> I know that inverted movements are actions in which my hips go above my head. <input type="checkbox"/> I know how to keep myself and others safe when performing partner balances. I understand that I can keep the shape of my roll using body tension. <input type="checkbox"/> I know that I can control my landing by landing toes first, looking forwards and bending my knees. <input type="checkbox"/> I know that if I use different directions it will help to make my sequence look interesting. <input type="checkbox"/> I understand that if I move with my breath it will help me to balance. <input type="checkbox"/> I understand which body parts I am trying to extend in different poses. 	<ul style="list-style-type: none"> <input type="checkbox"/> I know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. <input type="checkbox"/> I understand how to use a key and use the cardinal points on a map to orientate it. <input type="checkbox"/> I understand that there are different types of communication and that I can communicate without talking. <input type="checkbox"/> I with increased accuracy, critically reflect on when and why I am successful at solving challenges. <input type="checkbox"/> I understand the importance of working with integrity.
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		<ul style="list-style-type: none"><input type="checkbox"/> I understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.<input type="checkbox"/> I understand that strength comes from different muscles and know how I can improve my strength.<input type="checkbox"/> I understand that I need to pace myself when running further or for a long period of time.<input type="checkbox"/> I know that keeping my elbows bent when changing direction will help me to stay balanced.<input type="checkbox"/> I understand that I need to squeeze different muscles to help me to stay balanced in different activities.<input type="checkbox"/> I know that swinging my non-hopping foot helps to create momentum.<input type="checkbox"/> I understand that keeping my chest up helps me to stay balanced.	<ul style="list-style-type: none"><input type="checkbox"/> I know when to mark and when to attempt to win the ball.<input type="checkbox"/> I know that applying attacking tactics will help to maintain possession and score goals.<input type="checkbox"/> I know that applying defending tactics will help to deny space, gain possession and stop goals.<input type="checkbox"/> I know and understand the rules to be able to manage our own game.<input type="checkbox"/> I understand when to play a forehand and a backhand and why.<input type="checkbox"/> I know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.<input type="checkbox"/> I know that getting my feet in the right position will help me to balance before playing a shot.<input type="checkbox"/> I know that applying attacking tactics will help me to score points,	<ul style="list-style-type: none"><input type="checkbox"/> I understand that people have different levels of strength.<input type="checkbox"/> I understand that mindfulness is a personal journey.	
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			<p>create space, avoid getting out and get opponents out.</p> <ul style="list-style-type: none"><input type="checkbox"/> I know that applying defending tactics will help me to deny space, return a ball and limit points.<input type="checkbox"/> I know that using the centre of the bat will provide the most control and accuracy.<input type="checkbox"/> I know that it easier to field a ball that is coming towards me rather than away so set up accordingly.<input type="checkbox"/> I understand that being balanced before throwing will help to improve the accuracy of the throw.<input type="checkbox"/> I know to track the ball as it is thrown to help to improve the consistency of catching.<input type="checkbox"/> I know that applying defending tactics will help to deny space, get opponents out, limit points and will help me to stay in the game.		
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			<ul style="list-style-type: none"><input type="checkbox"/> I know that one handed throws are used for speed and accuracy.<input type="checkbox"/> I know that keeping my elbow high and stepping with my opposite foot will help to increase the power.<input type="checkbox"/> I know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently.<input type="checkbox"/> I know that using a smooth action will help to increase accuracy.		
Vocabulary	accelerate, action, adjust, alternate, and, avoid, bridge, compete, contact, continuous, co-operative, cushion, decision, decelerate, delay, deny, dynamic, effectively, extend, flow, fluidity, gain, gratitude, heave, inverted, key, launch, leader, lengthen, limit, measure, momentum, navigate, notice, official, officiate, option, order, orientate, pace, performance, phrase, pressure, protect, react, receiver, record, reflect, relationship, represent, retrieve, rhythm, role, rotation, shoulder-stand, stability, static, stamina, stride, structure, support, supporting, swing, transfer, of, and, wellbeing, weight, wrist-grip				



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Year 5

Year 5 end points	<ul style="list-style-type: none"> Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing. Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus. Confidently perform choosing appropriate dynamics to represent an idea. Use counts accurately when choreographing to perform in time with others and the music. 	<ul style="list-style-type: none"> Run at the appropriate speed over longer distances or for longer periods of time. Show control at takeoff and landing in more complex jumping activities. Perform a range of more complex jumps showing some technique. Show accuracy and power when throwing for distance. Demonstrate good balance and control when performing other fundamental skills. Demonstrate improved body posture and speed when changing direction. Can co-ordinate a range of body parts at increased speed. 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with some control under pressure. Dribble with feet with some control under increasing pressure. Use a variety of throwing techniques with some control under increasing pressure. Use a variety of kicking techniques with some control under increasing pressure. Catch and intercept a ball using one and two hands with some success in game situations. Receive a ball using different parts of the foot under pressure with increasing control. Strike a ball using a wider range of skills. Apply these with some success under pressure. Use a variety of techniques to change direction to lose an opponent. 	<ul style="list-style-type: none"> Show increasing control and balance when moving from one balance to another. Use strength to improve the quality of an action and the range of actions available. Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them. Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner. 	<ul style="list-style-type: none"> Use clear communication when working in a group and taking on different roles. Begin to lead others, providing clear instructions. Plan and apply strategies with others to more complex challenges. Orientate a map confidently using it to navigate around a course. Explain why a particular strategy worked and alter methods to improve.
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			<ul style="list-style-type: none"> □ Create and use space for self and others with some success. □ Understand the need for tactics and can identify when to use them in different situations. 		
Skills	<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.</p> <p>Dynamics: confidently use dynamics to express different dance styles.</p> <p>Space: confidently use direction and patterning to express different dance styles.</p> <p>Relationships: confidently use formations, canon and unison to express a dance idea.</p> <p>Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>	<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p> <p>Agility: demonstrate improved body posture and speed when changing direction.</p> <p>Balance: change my body position to maintain a controlled centre of gravity.</p>	<p>Sending: demonstrate clear technique when sending a ball under pressure.</p> <p>Throwing: demonstrate good technique when using a variety of throws under pressure. Demonstrate clear technique and accuracy when throwing at a target.</p> <p>Catching (dodgeball): demonstrate good technique and consistency in catching skills.</p> <p>Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations. Demonstrate good technique under pressure.</p> <p>Tracking: demonstrate a range of techniques when tracking and collecting a ball.</p> <p>Dribbling: dribble with some control under pressure.</p>	<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel.</p> <p>Balances: explore symmetrical and asymmetrical balances.</p> <p>Rolls: develop control in the straight, barrel, forward, straddle and backward roll.</p> <p>Jumps: select a range of jumps to include in sequence work.</p> <p>Balance: use my breath to maintain balance within an individual and partner pose.</p> <p>Flexibility: develop flexibility by connecting movement with breath.</p> <p>Strength: demonstrate increased control and strength when in and transitioning between poses.</p>	<p>Problem Solving: explore tactical planning within a team to overcome increasingly challenging tasks.</p> <p>Navigational Skills: develop navigational skills and map reading in increasingly challenging tasks.</p> <p>Communication: explore a variety of communication methods with increasing success.</p>



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		<p><u>Co-ordination:</u> demonstrate increased speed when co-ordinating my body.</p> <p><u>Speed:</u> apply the best pace for a set distance or time.</p> <p><u>Strength:</u> demonstrate increased technique in body weight exercises.</p> <p><u>Stamina:</u> use a steady pace to be able to move for sustained periods of time.</p> <p><u>Balancing:</u> consistently demonstrate good balance when performing other fundamental skills.</p> <p><u>Jumping and Hopping:</u> demonstrate good technique and co-ordination when linking jumps.</p> <p><u>Skiping:</u> show a range of skills when skiping in a rope.</p>	<p><u>Sending & Receiving:</u> develop control when s&r under pressure.</p> <p><u>Dribbling:</u> dribble with some control under pressure.</p> <p><u>Space:</u> explore moving to create space for themselves and others in their team.</p> <p><u>Attacking:</u> use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p><u>Defending:</u> develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p><u>Shots:</u> develop the range of shots used in a variety of games.</p> <p><u>Serving:</u> develop the range of serving techniques appropriate to the game.</p> <p><u>Rallying:</u> use a variety of shots to keep a continuous rally.</p> <p><u>Footwork:</u> demonstrate effective footwork patterns to move around the court.</p> <p><u>Striking:</u> explore defensive and driving hitting techniques and directional</p>	<p><u>Strategy:</u> explore methods I can use to control how I feel.</p>	
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			batting. Develop a wider range of striking techniques and begin to use them under pressure. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.		
Key Knowledge	<ul style="list-style-type: none"> I understand that different dance styles utilise selected actions to develop sequences in a specific style. I understand that different dance styles utilise selected dynamics to express mood. I understand that space relates to where my body moves both on the floor and in the air. I understand that different dance styles utilise selected relationships to express mood. I understand what makes a performance effective and know 	<ul style="list-style-type: none"> I understand that taking big consistent strides will help to create a rhythm that allows me to run faster. I understand that keeping a steady breath will help me when running longer distances. I know that if I drive my knees high and fast I can build power and therefore distance in my jumps. I know how to transfer my weight in different throws to increase the distance. I understand and apply rules in a variety of events using official equipment. 	<ul style="list-style-type: none"> I know that controlling a ball before sending it will allow me to send it accurately. I understand when to use different types of catching. I know that tracking a ball will help me to collect/stop/receive it quickly and successfully. I know that dribbling in different directions will help me to lose a defender in game situations. I know that not having a defender between myself and a ball carrier enables me to s&r with better control. I know that by moving to space even if not 	<ul style="list-style-type: none"> I understand that shapes underpin all other skills. I understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. I understand how to use contrasting balances to make my sequences look interesting. I understand that I need to work within my own capabilities and this may be different to others. I understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. 	<ul style="list-style-type: none"> I recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. I use a key to identify objects and locations. I know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. I reflect on when I am successful at solving challenges and alter my methods in order to improve. I know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.



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	<p>how to apply these principles to my own and others' work.</p> <ul style="list-style-type: none">□ I know that if I use dance principles it will help me to express an atmosphere or mood.	<ul style="list-style-type: none">□ I understand that to change direction I push off my outside foot and turn my hips.□ I understand that dynamic balances are harder than static balances as my centre of gravity changes.□ I understand that people will have varying levels of co-ordination and that I can get better with practice.□ I know the muscles I am using by name.□ I understand that keeping a steady breath will help me to move for longer periods of time.□ I understand that to change direction, I push off my outside foot and turn my hips.□ I understand that balance is a skill used in many different activities and everyday life.□ I understand that there are different techniques for different situations.	<p>receiving the ball will create space for a teammate.</p> <ul style="list-style-type: none">□ I understand the need for tactics and identify when to use them in different situations.□ I understand and apply rules in a variety of invasion games whilst playing and officiating.□ I know which skill to choose for the situation e.g. a volley if the ball is close to the net.□ I know that serving is how to start a game or rally and use the rules applied to the activity for serving.□ I know that playing the appropriate shot will help to keep the rally going.□ I know that control is more important than power to keep a rally going.□ I know that using small, quick steps will allow me to adjust my stance to play a shot.	<ul style="list-style-type: none">□ I know that if I use different pathways it will help to make my sequence look interesting.□ I understand that I need to apply force to maintain balance in a partner pose.□ I understand that I can improve my flexibility when moving with my breath.□ I know the muscles I am using by name.□ I understand that there are different techniques I can use to control how I feel.	
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		<ul style="list-style-type: none"><input type="checkbox"/> I understand that people will have varying levels of skipping ability and that I can get better with practice.	<ul style="list-style-type: none"><input type="checkbox"/> I understand and apply rules in a variety of net and wall games whilst playing and officiating.<input type="checkbox"/> I understand that stance is important to allow me to be balanced as I hit.<input type="checkbox"/> I know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.<input type="checkbox"/> I understand where to throw the ball in relation to where a batter is.<input type="checkbox"/> I understand when to use a close catch technique or deep catch technique.<input type="checkbox"/> I understand and apply rules in a variety of striking and fielding games and target games whilst playing and officiating.<input type="checkbox"/> I know to aim low to make it difficult for an opponent to catch.<input type="checkbox"/> I know to stay towards the back of the court area to give me more time to catch.		
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			<input type="checkbox"/> I know that aligning my body and equipment before striking will help me to be balanced.		
Vocabulary	adjust, align, angle, approach, asymmetrical, backing-up, ball-carrier, baseline, cardinal-points, cartwheel, catch, changeover, choreograph, choreography, close-catch, close down, collaborate, collaboratively, communicate, concentrate, concise, consistent, constantly, critical-thinking, cushion, decide, deep, dominant, drive, extension, exhale, fake, field, force, genre, groundstroke, grip, identify, inhale, Javelin, landmark, long-barrier, maintain, measure, mirroring, momentum, motif, muscles, negotiate, non-dominant, observe, officiate, option, performance, persevere, posture, power, practice, pressure, quality, readjust, rebound, release, serve, shot-put, situation, sportsmanship, stable, stance, strategy, support, synchronisation, symmetrical, technique, track, transition, verbal, visual, stable, and symmetrical.				



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Year 6

Year 6 end points	<ul style="list-style-type: none"> Perform dances confidently and fluently with accuracy and good timing. Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme. Improvise and combine dynamics demonstrating an awareness of the impact on performance. Use counts when choreographing and performing to improve the quality of work. 	<ul style="list-style-type: none"> Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time. Link running, jumping and hopping actions with greater control and co-ordination. Perform jumps for height and distance using good technique. Show accuracy and good technique when throwing for distance. Show fluency and control when travelling, landing, stopping and changing direction. Change direction with a fluent action and can transition smoothly between varying speeds. Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. 	<ul style="list-style-type: none"> Use dribbling to change the direction of play with control under pressure. Use a variety of dribbling techniques to maintain possession under pressure. Use a variety of throwing techniques including fake passes to outwit an opponent. Select and apply the appropriate kicking technique with control. Catch and intercept a ball using one and two hands with increasing success in game situations. Receive a ball with consideration to the next move. Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. 	<ul style="list-style-type: none"> Combine and perform more complex balances with control, technique and fluency. Demonstrate more complex actions with a good level of strength and technique. Confidently transition from one action to another showing appropriate control and extension for the complexity of the action. Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills. 	<ul style="list-style-type: none"> Communicate with others clearly and effectively when under pressure. Confident to lead others and show consideration of including all within a group. Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. Confidently and efficiently orientate a map, identifying key features to navigate around a course. Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.
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			<ul style="list-style-type: none"> Confidently change direction to successfully outwit an opponent. Effectively create and use space for self and others to outwit an opponent. Work collaboratively to create tactics within their team and evaluate the effectiveness of these. 		
Skills	<p>Actions: show controlled movements which express emotion and feeling.</p> <p>Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.</p> <p>Space and relationships: use a variety of compositional principles when creating my own dances.</p> <p>Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>	<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Change direction with a fluent action. Transition smoothly between varying speeds.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p> <p>Agility: change direction with a fluent action and transition smoothly between varying speeds.</p>	<p>Sending: show good technique when sending a ball with increasing control, accuracy and consistency under pressure.</p> <p>Throwing: consistently demonstrate good technique in throwing skills under pressure.</p> <p>Throwing: throw with increasing control under pressure.</p> <p>Catching (dodgeball): catch with increasing control under pressure.</p> <p>Catching: consistently demonstrate good technique in catching skills under pressure. Demonstrate increasing consistency of</p>	<p>Shapes: combine and perform gymnastic shapes more fluently and effectively.</p> <p>Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand.</p> <p>Balances: explore counter balance and counter tension.</p> <p>Rolls: develop fluency and consistency in the straddle, forward and backward roll.</p> <p>Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p> <p>Balance: link combinations of poses for balance with</p>	<p>Problem Solving: pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>Navigational skills: orientate a map efficiently to navigate around a course with multiple points.</p> <p>Communication: inclusively communicate with others, share job roles and lead when necessary.</p>



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		<p><u>Balance:</u> show fluency and control when travelling, landing, stopping and changing direction.</p> <p><u>Co-ordination:</u> co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.</p> <p><u>Speed:</u> adapt running technique to meet the needs of the distance.</p> <p><u>Strength:</u> complete body weight exercises for increased repetitions with control and fluency.</p> <p><u>Stamina:</u> use my breath to increase my ability to move for sustained periods of time.</p> <p><u>Balancing:</u> show fluency and control when travelling, landing, stopping and changing direction.</p> <p><u>Jumping and Hopping:</u> demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together.</p> <p><u>Skipping:</u> consistently show a range of skills when skipping in a rope.</p>	<p>catching under pressure in a variety of game situations.</p> <p><u>Tracking:</u> demonstrate a wider range of techniques when tracking a ball under pressure</p> <p><u>Dribbling:</u> dribble consistently using a range of techniques with increasing control under pressure.</p> <p><u>Sending & Receiving:</u> s&r consistently using a range of techniques with increasing control under pressure.</p> <p><u>Space:</u> move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p><u>Attacking:</u> confidently change direction to lose an opponent</p> <p><u>Defending:</u> use a variety of defending skills (tracking, interception, jockeying) in game situations.</p> <p><u>Shots:</u> demonstrate increased success and technique in a variety of shots.</p>	<p>increased control in transition.</p> <p><u>Flexibility:</u> confidently transition from one pose to another showing extension connected to breath.</p> <p><u>Strength:</u> explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.</p> <p><u>Strategy:</u> explore methods to control how I feel with some success.</p>	
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			<p>Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally.</p> <p>Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.</p> <p>Striking: strike a bowled ball with increasing accuracy and consistency. Use a variety of striking techniques with control and under pressure.</p> <p>Fielding: use a wider range of fielding skills with increasing control under pressure.</p>		
Key Knowledge	<ul style="list-style-type: none"> I understand that actions can be improved with consideration to extension, shape and recognition of intent. I understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. 	<ul style="list-style-type: none"> I understand that I need to prepare my body for running and know the muscle groups I will need to use. I understand that a run up builds speed and power and enables me to jump further. I understand that I need to prepare my body for throwing and know the 	<ul style="list-style-type: none"> I understand and make quick decisions about when, how and who to pass to. I know how to catch a ball for different situations, considering trajectory, speed, height and size of the ball. I know how to track a ball for different situations, considering 	<ul style="list-style-type: none"> I know which shapes to use for each skill. I understand that spreading my weight across a base of support will help me to balance. I know where and when to apply force to maintain control and balance. I understand that I can use momentum to help me to roll and where 	<ul style="list-style-type: none"> I understand that being able to solve problems is an important life skill. I understand why having good navigational skills are important. I know that good communication skills are key to solving problems and working effectively as a team. I with increasing accuracy, reflect on



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	<ul style="list-style-type: none"> <input type="checkbox"/> I know that combining space and relationships with a prop can help me to express my dance idea. <input type="checkbox"/> I understand how a leader can ensure our dance group performs together. <input type="checkbox"/> I know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> muscle groups I will need to use. <input type="checkbox"/> I understand and apply rules in events that pose an increased risk. <input type="checkbox"/> I understand that agility requires speed, strength, good balance and co-ordination. <input type="checkbox"/> I know where and when to apply force to maintain control and balance. <input type="checkbox"/> I understand that co-ordination also requires good balance and know how to achieve this. <input type="checkbox"/> I know that speed can be improved by training and know which speed to select for the distance. <input type="checkbox"/> I understand that I can build up my strength by practicing in my own time. <input type="checkbox"/> I know which exercises can develop stamina and understand that it can be improved by training over time. <input type="checkbox"/> I know that running develops stamina and 	<ul style="list-style-type: none"> <input type="checkbox"/> trajectory, speed, height and size of the ball. <input type="checkbox"/> I can choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. <input type="checkbox"/> I understand and make quick decisions about when, how and who to pass to. <input type="checkbox"/> I can choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. <input type="checkbox"/> I understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. <input type="checkbox"/> I know how to create and apply a tactic for a specific situation or outcome. <input type="checkbox"/> I understand, apply and use rules consistently in 	<ul style="list-style-type: none"> <input type="checkbox"/> that momentum comes from. <input type="checkbox"/> I understand that taking off from two feet will give me more height and therefore more time in the air. <input type="checkbox"/> I know that if I use changes in formation it will help to make my sequence look interesting. <input type="checkbox"/> I know where and when to apply force to maintain control and balance. <input type="checkbox"/> I know which of my muscles require more practice to increase my flexibility. <input type="checkbox"/> I understand that I can build up my strength by practicing in my own time. <input type="checkbox"/> I identify times in my everyday life when mindfulness activities would be helpful for my wellbeing. 	<ul style="list-style-type: none"> <input type="checkbox"/> when and how I am successful at solving challenges and alter my methods in order to improve. <input type="checkbox"/> I understand the rules and think creatively to solve the challenge whilst abiding by the rules.
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		<p>speed and both can be improved by training over time.</p> <ul style="list-style-type: none"><input type="checkbox"/> I know that balance underpins many skills in PE and everyday life and this feels different in different situations.<input type="checkbox"/> I understand when to jump for height or jump for distance in different activities and what to do to achieve this.<input type="checkbox"/> I understand that skipping helps to develop co-ordination, stamina and balance.	<p>a variety of invasion games whilst playing and officiating.</p> <ul style="list-style-type: none"><input type="checkbox"/> I understand the appropriate skill for the situation under pressure e.g.choosing to play the ball short over the net if I have just moved my opponent to the back of the court.<input type="checkbox"/> I can begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.<input type="checkbox"/> I understand how to play different shots depending on if a rally is co-operative or competitive.<input type="checkbox"/> I know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.<input type="checkbox"/> I understand when to apply some tactics for attacking and/or defending.		
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		<ul style="list-style-type: none"><input type="checkbox"/> I understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.<input type="checkbox"/> I understand that the momentum and power for striking a ball comes from legs as well as arms.<input type="checkbox"/> I know which fielding action to apply for the situation.<input type="checkbox"/> I consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.<input type="checkbox"/> I understand and apply some tactics in the game as a batter, bowler and fielder.<input type="checkbox"/> I understand, apply and use rules consistently in a variety of striking and fielding games and target games whilst playing and officiating.		
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			<ul style="list-style-type: none"><input type="checkbox"/> I know who to throw at and when to throw in order to get opponents out.<input type="checkbox"/> I know that I need to make quick decisions on if to catch or if to dodge the ball.<input type="checkbox"/> I know which skill to select for the situation.<input type="checkbox"/> I know how to create and apply a tactic for a specific situation or outcome.		
Vocabulary	abdominals, abide, abolish, aesthetics, aesthetic, anticipate, appropriate, approach, assess, ball-side, collaborate, competent, consecutive, contest, contribute, counter-balance, counter-tension, determine, dictate, direct, discuss, doubles, draw, engage, evaluate, execution, expand, explosive, express, feel, fling, fluidity, footwork, formation, frame, freeze, grip, handstand, inclusive, inspiration, limit, location, maximum, meet, mood, opposing, pattern, phase, placement, prepare, progression, quadriceps, recover, refine, rehearse, release, rhythm, salutation, service, stance, stimulus, strategy, structure, style, thrust, trajectory, transition, turnover, vault				



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By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
<p>Early Learning Goals: Personal, Social and Emotional Development ELG: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <ul style="list-style-type: none">□ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.□ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.□ Explain the reasons for rules, know right from wrong and try to behave accordingly.□ Work and play co-operatively and take turns with others.□ Show sensitivity to their own and to others' needs. <p>Physical Development ELG:</p> <ul style="list-style-type: none">□ Negotiate space and obstacles safely, with consideration for themselves and others.□ Demonstrate strength, balance and coordination when playing.□ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	<p>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.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none">□ 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.□ Perform dances using simple movement patterns	<p>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.</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none">□ 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



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BRICKS

Curriculum Links

Instil our school and British Values including diversity- Linked Value: INCLUSION

In Physical Education, we embody the British value of diversity by highlighting diverse sports and athletes. Discussing the importance of respect and diversity, organising celebratory events showcasing cultural sports. We encourage inclusive communication, teamwork based on strengths, and model inclusive behaviour. Empowering students to advocate for diversity, collaborate with diverse speakers and groups, and facilitate discussions on respect and inclusion. These actions cultivate an inclusive environment, aligning with British values within PE classes.

Develop Resilience and Resourcefulness- Linked Value: DETERMINATION

In Physical Education, we foster resilience by presenting diverse challenges and setting progressively tougher yet achievable goals. We encourage reflective discussions on problem-solving strategies and coping mechanisms to tackle setbacks, promoting adaptability and persistence. Emphasising peer support and celebrating effort over mere outcomes, we encourage a growth mindset where challenges are seen as opportunities for growth. Engaging in game scenarios and seeking feedback nurtures our ability to navigate challenges with resourcefulness and resilience

Inspire critical thinking and independence- Linked Value: HONESTY

In Physical Education, we promote critical thinking by presenting challenges that require analysis and decision-making. We encourage independent problem-solving and decision-making during activities, fostering self-reliance. Emphasising open discussions on different approaches cultivates diverse thinking. By setting tasks that demand individual decision-making, we aim to nurture independence and empower students to think critically and act autonomously.

Create articulate learners- Linked Value: RESPECT

In Physical Education, we encourage articulate expression by fostering open discussions about various strategies and approaches to activities. We promote communication skills through discussion around learning objectives, where students articulate their experiences and lessons learned. Encouraging demonstrations during different sports or physical activities cultivates articulate expression. By emphasising effective communication, we aim to create articulate learners who confidently express their ideas and experiences in PE and beyond.



Physical Education - Long Term Plan and Progression Document



Building upon Knowledge and Skills- Linked Value: CO-OPERATION

In Physical Education, we continuously build upon knowledge and skills by introducing progressive challenges and activities. We encourage students to reflect on their learning, setting goals for improvement. Emphasising skill development through targeted exercises and providing resources for self-improvement fosters continuous growth. By reinforcing previous learning and progressively introducing new concepts, we aim to cultivate a solid foundation of knowledge and skills in PE.

Supporting well-being and health- Linked Value: KINDNESS

In Physical Education, we prioritize well-being and health by offering activities that promote physical fitness and mental wellness. We emphasize the importance of balanced lifestyles, teaching students about healthy habits and their impact. Encouraging mindfulness exercises and discussions on stress management fosters mental well-being. By promoting a well-rounded approach to health and providing tools for physical and mental wellness, we aim to support students' overall well-being in PE and beyond.



Determination



Co-operation



Honesty



Inclusion



Kindness



Respect