

PE



PE Long Term Plan 2022-2023

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|---|---|---|--|
| Reception | Gymnastics: High, Low, Over, Under <i>Fitness: Flexibility and balance</i> | Dance: Nursery Rhymes <i>Fitness: Cardio</i> | Ball Skills: Hands 1 <i>Fitness: SAQ</i> | Invasion: Games for Understanding <i>Fitness: Muscular endurance</i> | Locomotion: Jumping 1 <i>Fitness: fitness testing</i> | Ball Skills: Feet 1 <i>Fitness: Muscular strength</i> |
| Year 1 | Dance: Growing <i>Fitness: Cardio</i> | Gymnastics: Wide, narrow, curled <i>Fitness: Flexibility and balance</i> | Invasion: Games for Understanding <i>Fitness: Muscular endurance</i> | Ball Skills: Hands 2 <i>Fitness: SAQ</i> | Locomotion: Running 1 <i>Fitness: fitness testing</i> | Ball Skills: Feet 1 <i>Fitness: Muscular strength</i> |
| Year 2 | Gymnastics: Linking <i>Fitness: Flexibility and balance</i> | Dance: Water <i>Fitness: Cardio</i> | Ball skills: Hands 1 <i>Fitness: SAQ</i> | Invasion: Games for understanding <i>Fitness: Muscular endurance</i> | Ball skills: Feet 1 <i>Fitness: fitness testing</i> | Locomotion: Dodging <i>Fitness: Muscular strength</i> |
| Year 3 | Dance: Weather <i>Fitness: Cardio</i> | Gymnastics: Symmetry and Asymmetry <i>Fitness: Flexibility and balance</i> | Invasion: Football <i>Fitness: Muscular endurance</i> | Net/wall: Tennis <i>Fitness: SAQ</i> | Athletics <i>Fitness: fitness testing</i> | Striking and Fielding: Cricket <i>Fitness: Muscular strength</i> |
| Year 4 | Gymnastics: Bridges <i>Fitness: Flexibility and balance</i> | Dance: Cats <i>Fitness: Cardio</i> | Net/wall: Tennis <i>Fitness: SAQ</i> | Invasion: Netball <i>Fitness: Muscular endurance</i> | Athletics <i>Fitness: orienteering</i> Swimming 10.30 – 11.30 Outdoor Adventurous Activities (residential) | Striking and Fielding: Rounders <i>Fitness: Muscular strength</i> |
| Year 5 | Dance: The Circus <i>Fitness: Cardio</i> Swimming 10.30 – 11.30 | Gymnastics: Counter balance and counter tension <i>Fitness: Flexibility and balance</i> Swimming 10.30 – 11.30 | Invasion <i>Fitness: Muscular endurance</i> | Net/wall: Badminton <i>Fitness: SAQ</i> | Athletics <i>Fitness: fitness testing</i> Swimming 10.30 – 11.30 | Striking and Fielding: Cricket <i>Fitness: Muscular strength</i> Swimming 10.30 – 11.30 |
| Year 6 | Dance: Carnival <i>Fitness: Cardio</i> Swimming 10.30 – 11.30 | Gymnastics: Matching and mirroring <i>Fitness: Flexibility and balance</i> Swimming 10.30 – 11.30 | Net/wall: Badminton Outdoor Adventurous Activities (residential) <i>Fitness: Orienteering</i> | Invasion: Netball <i>Fitness: Muscular endurance</i> | Athletics <i>Fitness: fitness testing</i> | Striking and Fielding: Rounders <i>Fitness: Muscular strength</i> Swimming 10.30 – 11.30 |



FITNESS

| Fitness Type | Activity ideas | Skills |
|------------------------------------|---|---|
| Cardio | <ul style="list-style-type: none">• Circuits (step up, jumping jacks, star jumps, squat and throw <u>etc</u>) | Short, intense bursts with high impact a rest in between (1 min minimum at a time - 60 sec on and 60 sec rest) Links with dance as you need to be able to be more active for longer – engages core and ability to sustain high energy movements for longer |
| Flexibility and balance | <ul style="list-style-type: none">• Yoga (chair based, hall, outside or part of movement circuits)• Static and dynamic stretches• Pilates | Stretching core muscle groups |
| SAQ (speed, agility and quickness) | <ul style="list-style-type: none">• Illinois agility test – start or end of the unit (mark and record times – improvements)• Plan out own routes and courses (obstacles)• Stations of courses that will facilitate SAQ | Dynamics changes – moving from one side of the court to the other in a fixed space |
| Muscular endurance | <ul style="list-style-type: none">• Circuits fixed base activities (mountain climbers, burpees, dynamic jumps, squats, planks) | Invasion requires running, kicking, throwing which requires muscular strength to last 1 – 2mins. Changing directions and dynamisms – walk, run, sprint, jog <u>etc</u> |
| Fitness testing | <ul style="list-style-type: none">• Measurable fitness activities/heart rates• Timed sprints or timing to improve performance• Shuttle runs – how many in 5minutes? Review and go again• How many times can you get round our circuit station in 10mins? | Links to recording results and data, to improve performance being tested for results re athletics and Sports Day |
| Muscular strength | <ul style="list-style-type: none">• Press ups• <u>Tricep</u> dips• Power lunges• Squats | Quality based rather than time based. Setting targets e.g. 10 push ups but not time based To throw balls further, you need muscular strength. To get round bases in cricket or <u>rounders</u> . |

Enrich Education Orienteering Fitness Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|---|-------------------------------|------------------------------------|-------------------------------------|--|---|
| Nursery | Listening Skills 1 | Listening Skills 2 | Listening Skills 3 | Listening Skills 4 | Rhyme 1 | Rhyme 2 |
| Reception | Rhyme 3 | Letter Recognition 1 | Letter Recognition 2 | Blending 1 | Segmenting 1 | Blending 2 |
| Year 1 | One more than One less than (1) | Tricky Words 1 | Capture the marker | Tricky Words 2 | Beanbag Grab-Ping Pong Rescue | Identify and recall odd numbers |
| Year 2 | Sketch Sprint | Greater than or less than KS1 | Route Recital | Counting on 10 | Mappers Mime | Orienteering-Activity Sheet 1 st Number course |
| Year 3 | Orienteering-Activity Sheet 1 st letter course | Crossing the swamp | Writing numbers as words | Suffixes-Meaning | Subtraction | Rounding to the nearest 10/100 |
| Year 4 | Orienteering-2 nd number course | Vocabulary Opposites | Physical Countdown | Multiplication | Sentence construction-Fronted Adverbials | Greater than/less than KS2 |
| Year 5 | Orienteering-2 nd letter course | Synonyms for 'went' | Find the missing letters | European cities | Cities Routes 1 | Factors |
| Year 6 | Orienteering-3 rd number course | Orbit Orienteering | Y5/6 Spelling List Missing Letters | Making biggest and smallest numbers | British Cities Quiz | BIDMAS |



PE Progression

Skills



| | EYFS | Year 1 | Year 2 |
|--------------------------|---|---|--|
| <u>Gymnastics</u> | <ul style="list-style-type: none"> Introduce and apply high low, under, over movements to a routine Use high, low, under, over movements on apparatus | <ul style="list-style-type: none"> Introduce and apply wide, narrow and curled movements to a routine Explore the difference between wide, narrow and curled movements Transition between wide, narrow and curled movements Link two movements together | <p>Apply linking of movements Jump, roll, balance to a routine</p> <p>Link jump, roll, balance sequences on apparatus</p> <p>Create a sequence linking movements, jump, roll and balance</p> <p>Complete and perform a sequence involving linking movements together</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------|--|--|--|--|
| <u>Gymnastics</u> | <ul style="list-style-type: none"> Introduce and apply symmetry and asymmetry to a routine Apply symmetry and asymmetry onto apparatus Create a sequence using elements of symmetry and asymmetry Complete and perform a sequence involving symmetry and asymmetry | <ul style="list-style-type: none"> Introduce and apply bridges to a routine Apply the use of bridges onto apparatus Create a sequence of movements including bridges Complete and perform a sequence involving bridges | <ul style="list-style-type: none"> Introduce and apply counter balance to a routine Apply counter balance movements onto apparatus Create a sequence of movements involving counter balance Apply counter tension to part of a routine Complete and perform a routine involving counter balance and counter tension | <ul style="list-style-type: none"> Introduce and apply matching/mirroring to a routine Apply the matching/mirroring movements to a routine on the apparatus Complete and perform a routine involving matching/mirroring |



PE Progression

Skills



| | EYFS | Year 1 | Year 2 |
|---------------------|--|--|---|
| <u>Dance</u> | <ul style="list-style-type: none"> • Move in a sequence • Create their own movements • Create a simple sequence of movements • Respond in movement to words and music • Explore contrasting tempos • Explore character movements | <ul style="list-style-type: none"> • Respond to rhythm with their bodies • Participate in the growing plant 'dance' • Create motifs (recurring movements) to use in a routine • Create a sequence of movements incorporating a motif | <ul style="list-style-type: none"> • Respond to stimuli with movements • Participate in developing a whole group movement • Improvise elements of the dance • Use their body to tell a story • Create a simple sequence in a group using contrasting movements |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|---|--|--|---|
| <u>Dance</u> | <ul style="list-style-type: none"> • Responding to stimuli, extreme weather • Develop thematic dance into a motif • Extend dance to create a sequence with a partner • Develop and perform sequences with a partner | <ul style="list-style-type: none"> • Respond to stimuli working together with partner • Extend sequences with a partner in character • Explore two contrasting relationships and interlinking dance moves | <ul style="list-style-type: none"> • Develop character movements linked to 19th Century prejudices • Create movements to represent different characters and performers in a 19th Century circus • As part of a group extend a performance incorporating props and apparatus linked to the variety of performers | <ul style="list-style-type: none"> • Perform with technical control and rhythm in a group • Create rhythmic patterns using the body • Apply elements of dance from a different culture in their own sequences • Choreograph elements of a dance including still imagery |



PE Progression

Skills



| | Nursery | Reception | Year 1 | Year 2 |
|------------------------|---------|--|--|---|
| <u>Invasion</u> | | Taking turns during games and keep the score Play by the rules of the game Avoid a defender Prevent an attacker from scoring Apply attacking and defending tactics into a game | Apply attacking/ defending principles into a game Consolidate attacking/defending tactics | Attack and defend as a team Demonstrate the transition between defence and attack Create and apply attacking/ defensive tactics |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|--|--|---|---|
| <u>Invasion</u> | To introduce and develop dribbling skills to keep control of the ball To introduce passing and receiving skills To combine dribbling, passing, and receiving skills to create space To develop dribbling, passing, and receiving skills within game scenarios | To refine passing and receiving skills To develop passing and dribbling to create space To develop passing, moving, and shooting skills To refine passing and shooting skills within game scenarios To develop sport-specific footwork and placement | To refine dribbling and passing skills to retain possession To introduce and develop the concept of defending To develop shooting technique To refine attacking skills, passing dribbling, and shooting within game scenarios To introduce the concept of officiating | To consolidate keeping possession To develop officiating skills To consolidate concept of defending To create, understand and apply attacking/defending principles and tactics within game scenarios |



PE Progression

Skills



| | Nursery | Reception | Year 1 | Year 2 |
|---------------------------|---------|--|--|---|
| <u>Ball skills</u> | | <p>Explore pushing and rolling</p> <p>Combine pushing and rolling</p> <p>Explore moving with a ball using our feet</p> <p>Develop moving with a ball using our feet</p> <p>Understand dribbling</p> <p>Develop dribbling against an opponent</p> | <p>Introduce throwing with accuracy</p> <p>Apply throwing with accuracy in a team</p> <p>Introduce stopping a ball</p> <p>Develop sending (rolling) skills to score a point</p> <p>Consolidate sending and stopping to win a game</p> <p>Develop moving the ball using the feet</p> <p>Apply dribbling into games Consolidate dribbling</p> <p>Explore kicking (passing)</p> <p>Apply kicking (passing) to score a point</p> | <p>Develop passing and receiving</p> <p>Combine passing and receiving, keeping possession</p> <p>Develop passing and receiving to score a point</p> <p>Combine passing and receiving to score a point</p> <p>Develop dribbling/passing/ receiving, keeping possession</p> <p>Combine dribbling, passing and receiving, keeping possession/to score a point</p> <p>Apply dribbling, passing and receiving as a team to score a point</p> |



PE Progression

Skills



| | Nursery | Reception | Year 1 | Year 2 |
|-------------------|---------|---|--|---|
| <u>Locomotion</u> | | <p>Explore jumping</p> <p>Apply jumping into a game</p> <p>Jumping for distance</p> <p>Explore jumping high</p> | <p>Explore running</p> <p>Apply running into a game</p> <p>Explore running at different speeds</p> <p>Running for speed: Acceleration</p> <p>Explore running in a team Apply running into a competitive game</p> | <p>Explore/develop dodging</p> <p>Apply dodging: Explore attacking and defending</p> <p>Apply dodging in teams</p> <p>Consolidate dodging</p> |



PE Progression

Skills



| | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|---|---|--|---|
| <u>Net and Wall Games</u> | <p>Tennis:</p> <p>Introduction tennis, outwitting an opponent</p> <p>Creating space to win a point</p> <p>Consolidate how to win a game introduce rackets</p> <p>Introduce the forehand</p> | <p>Tennis:</p> <p>Developing the forehand</p> <p>Creating space to win a point using a racket</p> <p>Introduce the backhand</p> <p>Applying the forehand and backhand in game situations</p> <p>Applying the forehand and backhand creating</p> | <p>Badminton:</p> <p>Exploring different forehand /backhand shots</p> <p>Applying different forehand/backhand shots to win a point</p> <p>Consolidate outwitting an opponent</p> <p>Doubles: Understanding and applying tactics to win a point</p> | <p>Badminton:</p> <p>Introduction to badminton: Outwitting an opponent</p> <p>Introduce the forehand and backhand</p> <p>Applying the forehand and backhand: Creating space to win a point</p> <p>Controlling the game from the serve</p> |



PE Progression

Skills



| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------------|---|---|--|---|
| <u>Striking and Fielding</u> | <p>Demonstrate batting as hitting an object with a bat to score points</p> <p>Demonstrate fielding as retrieving the batted ball and returning it quickly to stop the batter scoring points</p> <p>Throw overarm</p> <p>Throw underarm</p> <p>Catch a ball by holding hands out ready and watching the ball</p> <p>Strike the ball with a ball purposefully or towards a target</p> | <p>Bowl a ball to a batter by throwing a ball underarm</p> <p>Demonstrate, as a backstop, stopping the ball and throwing it back to base</p> <p>Demonstrate the skills of batting by aiming to hit a ball</p> <p>Develop batting by hitting a ball forwards into a space as far away as you can</p> <p>Apply basic fielding tactics</p> | <p>Refine batting and develop batting and bowling tactics</p> <p>Refine fielding stooping, catching and throwing</p> <p>Combine bowling and fielding by creating and applying tactics</p> <p>Demonstrate the role of the umpire by applying the rules of cricket and making decisions on scoring</p> | <p>Participate in a game of full rounders using learnt skills</p> <p>Consolidate fielding tactics</p> <p>Demonstrate what to do if the batter misses or hits the ball backwards</p> <p>When batting, consider what base to stop at, when to pause and consider factors that may influence these decisions</p> |



PE Progression

Skills



| | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---|---|--|---|
| <u>Athletics</u> | <p>Run a short distance at maximum speed</p> <p>Start a sprint using the correct technique of running</p> <p>Run at maximum speed in a team (relay)</p> <p>Throw at a fixed target and to throw for maximum distance</p> <p>Demonstrate the correct technique for standing long jump whilst recording the longest distance possible</p> | <p>Run at maximum speed for a set duration</p> <p>Demonstrate the correct stride pattern for different distances</p> <p>Run at a particular speed for a set distance and including demonstrating pace when running for distance</p> <p>Throw a javelin using the correct technique for the furthest distance possible</p> <p>Demonstrate the correct technique for standing triple jump</p> | <p>Run in a race competition and aim for the highest possible finish</p> <p>Evaluate a performance by suggesting improvements and strengths in my own and others' work</p> <p>Record a score for sprinting and aim to beat the score (personal best)</p> <p>Apply the correct technique for sprinting within a team whilst passing the baton without dropping it</p> <p>Throw a shot put using the correct technique</p> <p>Exploring the techniques required to run using hurdles</p> | <p>Apply learnt skills to a competitive situation: running for speed; running for distance competition; throwing competition; jumping competition</p> |



PE Progression

Skills



| | EYFS | Year 1 | Year 2 |
|---------------------------------|--|--|--|
| <u>Outdoor Adventure</u> | Games for Understanding Taking turns/keeping the score Understanding and playing by the rules | Team Building Introducing teamwork Building trust and developing communication Cooperation and communication | Team Building Develop teamwork Explore simple strategies Problem solving: Consolidate teamwork |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------|---|--|--|---|
| <u>Outdoor Adventure</u> | Communication and Tactics Creating and applying simple tactics Developing leadership Developing communication as a team / collaborate effectively as a team Create defending and attacking | Problem Solving Focus on cooperation and responsibility Develop communication and collaboration Understand why motivating each other is important when working in a team | Orienteering Introduce the concept and meaning of orienteering Introduce the concept of reading a map or a plan, being able to use a key correctly to help us navigate Orientate a map and locate points on the map in a set order | Leadership Understanding what makes an effective leader Communicating as a leader Introduce and explore the STEP principle: Space, Equipment, Task and People |

PE Progression: Gymnastics



Reception—

Children understand and can explain:

How we can move our bodies in 'high' ways; jumps, hops, skips, side steps and backwards.

How we can move our bodies in 'low' ways; slides, rolls (long, curled) hands and feet.

How to create high and low balances 'shapes'.

Why it is important to use the apparatus safely.

How to be creative on the apparatus, moving through, along, across, over and under a variety of apparatus.

Year 1—

Children understand and can explain:

How to create 'Wide', 'Narrow' and 'Curled' balances (shapes) on the floor and on apparatus, using a variety of body parts

How to create 'Wide', 'Narrow' and 'Curled' movements on the floor and on apparatus, using a variety of body parts.

How to 'transition' between movements, adding movements together and transitioning between them.

How and where to use more than one piece of apparatus at the same time to

Year 2—

Children understand and can explain:

How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping

How to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

Why applying 'flow' as we link our movements together is so important.

How to use a variety of apparatus when we are creating movement sequences.

PE Progression: Gymnastics



Year 3—

Children understand and can explain:

What Symmetry and Asymmetry means

How to execute balances and movements in both symmetrical and asymmetrical ways.

Why it is essential to explore a variety of movements to ascertain the best moves to allow for flow and interesting gymnastics for the sequence

How to peer and self assess, identifying strengths and weaknesses in our own and others' performances.

Year 4-

Children understand and can explain:

How to create a 'bridge balance' with a partner using different levels and different connection points

How to create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity

Why it is important to explore bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.

Year 5—

Children understand and can explain:

What 'Counter Balance' and 'Counter Tension' means, understanding the difference between them.

How to create and execute 'Counter Balances' and 'Counter Tension Balances' with a partner using a variety of levels and connection points.

How to create a sequence, by accurately combining movements and balances, with flow and accurate timings within the Counter Balance and Counter Tension theme.

How to reflect and evaluate using their observations to make accurate improvements to our own and others performances

Year 6-

Children understand and can explain:

What 'Matching' movements mean; Matching is where pupils perform exactly the same movements at the same time.

Why performing at an 'excellent' standard, with accurate timings and fluency is so important.

What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other.

What 'Mirroring' means; Mirroring is where pupils perform their movements creating a mirror image of each other.

PE Progression: Dance



Reception—

How to move our bodies in different ways linked to the theme.

How to listen to the music and move the body in relation to the music.

Why it is important to move with control.

How to create a variety of 'freeze' positions linked to the theme.

How to move our bodies with big clear actions.

Year 1—

How to create a variety of 'big' body movements linked to the theme.

How to create a variety of 'small' body movements linked to the theme.

How to add movements together to create simple movement sequences.

Year 2-

How to respond to a variety of stimuli or themes with appropriate movements.

How to apply 'flow' to our movements, understanding that 'flow' means moving from one action to another without stopping.

What a 'Motif' is and how to successfully create a mini sequence and repeat it.

How to use movements to tell a story.



PE Progression: Dance

Year 3—

Children understand and can explain:

How to create and develop a character in order to tell a story through movements.

How to develop characterisation, exploring characters that are opposites. How to develop characterisation, exploring characters that are opposites.

Why it is essential to explore a variety of movements to ascertain the best moves to tell the story and improve the performance

How to peer and self assess, identifying strengths and weaknesses in our own and others' performances

Year 4-

Children understand and can explain:

How to develop sequences with our partner in character that show relationships and inter-linking dance moves

How to reflect and evaluate to make accurate improvements to our own and others performances. How to create sequences in pairs, applying flow and challenging their creativity

How to create sequences in pairs, applying flow and challenging their creativity

What we mean by emotion and include this choreographical element in our performances.

Year 5—

Children understand and can explain:

How to perform accurately and convincingly in character with big bold actions

How to include a change of speed in our movements

What canon and unison are and be able to include these choreographical elements in our performances.

Canon: Canon is where pupils perform taking it in turns one after the other.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

How to create a sequence, by accurately combining movements with flow and accurate timings.

Year 6-

Children understand and can explain:

How to make effective evaluations of an individuals or pairs' strengths and weaknesses.

Why performing at and 'excellent' standard, with accurate timings and fluidity is so important.

What 'Choreography' means. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

How to include a change of speed and dynamic in our movements.

PE Progression: Invasion



Reception—

Children understand and can explain the following:

Explain why it is important to take turns in a game

Explain why we need to keep score in a game

Why we need to follow rules

Why games have rules and understand the consequences if the rules are not followed

Year 1 —

Children understand and can explain the following:

Understand the basic principles of attack

What attacking means and understand why we attack in a game

Understand the basic principles of defence

Explain why the attackers need to be prevented from shooting

Explain how,, where and why to attack in a game

Year 2—

Children understand and can explain the following:

Understand attacking principles

Why we attack as a team during a game

Why we defend as a team during a game

Understand the transition from defence to attack

Their role will change and that they need to keep adapting to meet the needs of the game

PE Progression: Invasion



Year 3—

Children understand and can explain the following:

- How to dribble the ball keeping possession to beat an opponent.
- When, where and why we should pass.
- How we can combine passing and dribbling to create space.
- How to change direction keeping control of the ball.
- How to adopt the correct technique when dribbling. We dribble with the inside and outside of the feet, keeping our head up with the ball close to our feet.
- How to adopt the correct technique when passing over a short distance. Non-kicking foot beside the ball, kick with the inside of your foot (short passes)

Year 4—

Children understand and can explain the following:

How to effectively apply passing and moving skills to keep possession.

When to shoot, where to shoot from and why.

What 'footwork' means and will be able to apply this understanding in a game.

What the four positions in 'Flier' netball are (GK, GD, GA, GS) and understand each role.

How to apply the correct technique when shooting.

Year 5—

Children understand and can explain the following:

The different methods of defending that we can use during a game.

How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.

How "man-to-man marking," is used during a game and when this is applied.

When where and why we apply different methods of defending in order to prevent the attackers from scoring.

What the basic rules (laws) governing football are; including what the difference between a free kick and a penalty kick is.

Year 6—

Children understand and can explain the following:

How to organise our team, selecting who to play in each position and understanding why

How to create and apply attacking tactics during a game to create attacking opportunities.

How to regain possession if we lose possession of the ball.

How to create and apply defensive tactics during a game to prevent attacking opportunities.

How to apply the basic rules of netball and will be able to take responsibility for officiating and managing our own games.

PE Progression: Strike and Field



Year 3—

Children understand and can explain the following:

- How and why to throw a ball overarm with power and distance
- Where to stand when we are fielding and have a clear understanding why we have chosen that particular position
- How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball
- How to throw a ball overarm using the correct technique. Side on, opposite arm to opposite foot, arm up, elbow bent above the shoulder.
- How to outwit the fielding team by varying the speed and direction we strike the ball

Year 4—

Children understand and can explain the following:

How to bowl underarm, ensuring the bowl is a 'good' bowl

Why we need to return the ball quickly and accurately to the player on base 1.

How to outwit the fielding team when batting by varying the direction we strike the ball.

What the back stop should do if a batter misses the ball, to try and prevent that batter from scoring.

Year 5—

Children understand and can explain the following:

- Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs
- How to create and apply simple fielding and batting tactics in order for their team to be successful
- How and why the role as a batter may change depending on the situation of the game.
- Where and how to bowl in order to prevent the batters from scoring runs. Stepping forwards with one foot, releasing the ball from low to high using their opposite hand towards the wicket (stumps)

Year 6—

Children understand and can explain the following:

How to create and apply simple fielding and batting tactics in a full game of Rounders, in order for our team to be successful.

The difference between racing rounders and the full game, applying this understanding into mini games.

How to umpire and score in a game.



PE Progression: Athletics

Year 3—

Children understand and can explain the following:

- How to run when running for speed, creating a pumping action with our arms and elbows bent, springing off the balls of our feet
- Why we have to accelerate at the start of a race
- How to run for speed in a team, using a relay baton, holding our hands ready, palms upwards when waiting for the baton
- How to throw for distance and why the correct technique is essential to send the object further. We throw an object sideways on, with our arm up and elbow bent above our shoulder. We release the object when it is just past our head

Year 4—

Children understand and can explain the following:

- Why we need to pace ourselves when running for distance
- How to use our bodies to throw with greater distance.
- Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.
- How we can use our bodies to jump as far as possible, using a combination of jumps

Year 5—

Children understand and can explain the following:

- Why we need to maintain our speed until we cross the finish line
- How to hurdle safely, applying the correct technique
- When and where the changeovers take place on a curved track
- How to evaluate our own and others sprinting technique making suggestions on how we can improve our own and others performance

Year 6—

Children understand and can explain the following:

- Why we need to apply accurate head, arm and foot technique to make ourselves run quicker
- Why we need to select certain pupils for certain events in order for our team to be successful
- How to transfer their body weight to push (put) the shot put and throw the javelin further

PE Progression: Net and Wall Games



Year 3—

Children understand and can explain the following:

- Why we need to throw (hit) the ball into space on the court
- Where to throw (hit) the ball on the court
- Why we need to return (recover) to the middle of the court (baseline) once we have thrown (hit) the ball.
- Why we need to control the ball when playing a shot
- How and why we execute a basic forehand shot in a mini game. A forehand is a shot in which the palm of your hand faces the direction in which we are hitting the ball. We swing the racket low to high.
- The consequences* of throwing (hitting) the ball out of the court or letting it bounce more than once on our side of the court. *Our opponent wins a point.

Year 4—

Children understand and can explain the following:

What the ready position looks like.

How we can outwit our opponent during a mini game

How and why we execute a basic backhand shot in a mini game. A backhand is a shot in which we hit the ball with our arm across our body with the back of our hand facing the ball. We swing the racket low to high.

How to use their racket to direct the ball towards a space to win a point.

When to apply either a forehand or backhand shot in a game situation.

Year 6—

Children understand and can explain the following:

-

Year 5—

Children understand and can explain the following:

-

PE Progression: Outdoor Adventure



Reception—

Children understand and can explain the following:

Why we need to play fairly.

Why we need to try our hardest every time.

Why we need to encourage others in our team.

How to use our imagination and try lots of different ways until we find the right solution.

Why it is important to include everyone in our team.

Year 1—

Children understand and can explain the following:

How to work in pairs and small teams to complete different challenges.

What makes an effective team; include everyone, encourage, try our best etc.

What the consequences could be in a game if we do not include all of our team.

How to explore simple strategies to complete challenges.

Why it is important to continue to try our hardest, even if we find the challenge hard.

Year 2—

Children understand and can explain the following:

Why we have to work together, listening to our team mates (communication) in order to win and complete the challenge.

What our role is within our team.

How to develop and adapt simple strategies in order to improve as a team.

Why it is so important to respect our team and any other teams in

PE Progression: Outdoor Adventure



Year 3—

Children understand and can explain the following:

How to create and apply simple tactics for completing challenges quickly.

How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas.

What makes an effective leader

Why our role is important if our team is going to be successful.

How to collaborate with our own team members, applying the rules of the game.

How to collaborate with the opposing team(s), applying the rules of the game.

Year 4—

Children understand and can explain the following:

What the attributes of an effective team are. For example integrity, communication, co-operation, and collaboration.

How and why we need to be able to communicate how we feel when working as part of a team.

Why it is so important to be positive and approach the challenge positively.

What verbal and non verbal communication means. Verbal communication is a method of communicating using our voice. When communicating verbally it is important that our message is clear and precise so that our team members can understand. Non-verbal communication is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.

Year 5—

Children understand and can explain the following:

How to take responsibility for others and lead others in an effective way.

Why we have to orientate a map in order to locate points on the map.

How to plan a route effectively in order to locate as many points as possible

How to manage time and avoid being late back and understand why this is important.

Year 6—

Children understand and can explain the following:

What makes an effective leader and why this is so important for the success of a team.

What the 'STEP' principle is: Space, Task, Equipment. People.

How to use the 'STEP' principle when leading an activity

PE Progression: Gymnastic Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|--|-------------------------------|---|
| Shape, high, low, over, under, apparatus, transition | Wide, narrow, curled, linking | Flow, jump, roll, sequence |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| Extension, symmetrical, asymmetrical | Control, bridge, levels | Counter balance, counter tension, unison, canon |
| <u>Year 6</u> | | |
| Matching, mirroring | | |

PE Progression: Dance Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|--|------------------------------|--|
| Beat, moving, control, rhythm, timing, sequence, tempo | As EYFS, opposite | As previous years, expression, emotion, stimulus, flow |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| As previous years, creativity, stage presence, motif | As previous years, character | As previous years, unison |
| <u>Year 6</u> As previous years, choreography | | |

PE Progression: Invasion Games Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|---|--|--|
| Spring 2: Attacker, defender, space, rules, tagging, sharing | As EYFS, tactics, team | As previous years, transition |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| As previous years, possession, free kick, penalty | As previous years, chest pass, foot work | As previous years, marking, pressure, tackle, shadowing, tracking back |
| <u>Year 6</u> As previous years, umpire, netball positions (centre, goal attack, goal defence, goal keeper, goal shooter), marking | | |

PE Progression: Ball Skills Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|--|--|---|
| <p>Spring 1: space, control, defender, bouncing, rolling, pushing</p> <p>Summer 2: attacker, defender, opponent, dribbling</p> | <p>Spring 2: As EYFS, batter, fielder, aiming, accuracy, throwing, catching, rolling</p> <p>Summer 2: As previous, passing</p> | <p>Spring 1: As previous years, chest pass</p> <p>Summer 1: As previous years, possession</p> |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| | | |
| <u>Year 6</u> | | |

PE Progression: Locomotion Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|---|---|--------------------------|
| Jumping, distance, height, space, hopping, speed, landing | Attacker, defender, space, speed, acceleration, tagging | As previous years, dodge |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| | | |
| <u>Year 6</u> | | |
| | | |

PE Progression: Strike and Field Games Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|---|--|---|
| | | |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| Throwing, catching, outwit, strike, batting, fielder, out | As Y3, tactics, bowling, backstop, 1/2 a rounder | As previous years, run out, wicket-keeper, no ball, wide, bye |
| <u>Year 6</u> | | |
| As previous years, outfielder, umpire | | |

PE Progression: Athletics Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|--|------------------------------------|---|
| | | |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| Tactics, speed, acceleration, distance, accuracy, relay, change over | As Y3, pace, power, stride pattern | As previous years, evaluation, personal best, lap |
| <u>Year 6</u> As previous years, team work, false start, events | | |

PE Progression: Outdoor Adventure Vocabulary



| <u>EYFS</u> | <u>Year 1</u> | <u>Year 2</u> |
|---------------|---------------|---------------|
| | | |
| <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
| | | |
| <u>Year 6</u> | | |
| | | |