



LTP for PE detailing Knowledge, Skills and Progression 2024 onwards



Our PE aims are for children to enjoy themselves, work together, share the knowledge and skills learnt in a range of sports whilst developing resilience, empathy and a lifelong enthusiasm and love for physical activity. We want to help develop and inspire the whole child.

This Long-Term Plan lists the different sports that each year group will learn. The progression is evident from the powerful knowledge and skills section, which shows how skills are built on in each year.

The sports taught have been specifically chosen to provide a range of skills and enables students to continue this progression at our feeder school, which also teaches football, rugby, netball, basketball, tennis, rounders, OAA, dance, fitness and athletics.

Tier 2 and tier 3 vocabulary is included in this plan. We aim for children to use all tier 2 language. We expose them to tier 3 language, which is more specific to the sport they are learning. Our website also has a link to the Association for Physical Education's Glossary of Terms for more information.

Information is also provided within this document on assessment and extra curriculum activities.

Children currently do 2 hours of PE per week, alongside 10 minutes of running or aerobics each day. There are also 2 after school sports clubs.



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| Acorn Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|--|
| | Introduction to PE | Ball Skills (EYFS Fundamentals) | Gymnastics | Dance | Striking & Fielding | Athletics |
| Characteristics of Effective Learning & Development Matters (DM) | <p>COEL-Active Learning: Persisting with an activity Maintaining focus Bouncing back after difficulties. Showing satisfaction for meeting their own goals. Being proud when accomplished something.</p> | <p>COEL-Playing and Exploring: Showing particular interests Seeking challenge Showing a 'can do' attitude Taking a risk, trying new experiences and learning by trial and error.</p> <p>3-4DM: start taking part in some group activities which they make up themselves, or in teams.</p> | <p>COEL-Creative and thinking critically: Changing strategy as needed Reviewing how well the approach worked. Planning, making decisions about to approach a task, solve a problem and reach a goal. Continue to develop their movement, balancing,</p> <p>Reception DM: Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> | <p>3-4 DM: Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting. Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>Reception DM: Combine different movements with ease and fluency.</p> | <p>Reception DM: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Reception DM: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing | <p>Reception DM: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>ELG 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> |
| Tier 2 vocabulary | Run, stop, roll, move safely, kick, throw, pass, space, team, control, catch, 2 hands, body parts, equipment. | Walk, jog, run, hop, skip, jump, fast, slow, pass, in pairs, stop | Forwards, backwards, sideways, mat, roll, long, slow, shape, hop, jump, skip, travel, turn. | Balance, travel, direction, space, move, copy, create, rhythm, control, teamwork, feeling, move, shape. | Pass, team, tag, space, partner, score | Running, long distance, throw, jump, teamwork, push, stop, space, safely, forward and backwards. |
| Tier 3 vocabulary | Track, dribble, target, distance, ready position, attack, defend. | Roll, bounce, throw, catch, kick, skill, fitness, teamwork. | Control, curled, balance. | Stillness, perform, speed, timings, flow, direction, count. | Send, teammate, possession, mark, travel. | Sprint, personal best, distance, height, take off, improve, landing. |



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| Willow Class | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|--|--|--|---|--|
| | Team Building | Ball Skills | Gymnastics | Dance | Striking & Fielding | Athletics |
| NC Objectives | Engage in competitive games and co-operative activities. | Running. Throwing and catching. Participate in teams, developing simple tactics for attacking and defending. | Develop balance agility and co-ordination | Developing Perform dances using simple movement patterns. | Master basic movements including running, jumping, throwing and catching. Participate in team games. | Master basic movements including running, jumping, throwing and catching. |
| Tier 2 vocabulary | Share, team, path, listen, space, teamwork. | Run, stop, roll, move safely, kick, throw, pass, space, team, control, catch, 2 hands, body parts, equipment. High, low, safely, step, leap, repeat, target, overarm, underarm, Push, stop, space, jump, fast, slow, heart rate, competition, rules, running, stopping, | Muscles, skip, travel, balance, twist, turn, direction, control, copy, repeat, wide, curve, land, routine, link, start/finish position, plan, spring, narrow, wide, elbows, around, through, forward roll. | Travel, direction, space, move, copy, beginning, middle, end, body parts, feeling, speed move, shape, balance. | Pass, team, tag, space, partner, score | Running, long distance, throw, jump, teamwork, push, stop, space, safely, forward and backwards. |
| Tier 3 vocabulary | Support, rules, trust, direction. | Dribble, target, distance, Try-scoring, cooperate, ready position, attack, defend. Strength, race, balance, control, take off, evaluate. | Pike, plank, tuck, straddle, front support, back support, V sit, perform, leap, point, patch, curved, barrel. | Mirror, pathway, timing, speed, direction, count. | Receive, send, teammate, possession, mark, travel, rebound | Sprint, relay, baton, personal best, agility, distance, height, take off, improve, landing. |

Willow Class have one lesson of PE each week. They also take part in structured activities with EYFS, which includes gross motor skills such as ride on toys, balance bikes and so on.



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| Elm Class Lesson 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|--|---|--|--|---|
| NC Objectives | Engage in competitive games and co-operative activities. | Running. Throwing and catching. Participate in teams, developing simple tactics for attacking and defending. | Gymnastics Developing balance, agility and co-ordination. | Dance Developing Perform dances using simple movement patterns. | Striking & Fielding Master basic movements including running, jumping, throwing and catching. Participate in team games. | Athletics Master basic movements including running, jumping, throwing and catching. |
| Tier 2 vocabulary | Solve, lead, teamwork, map. | Over arm throw, free space, own space, direction, shooting Direction, speed, winning, aim | In front, speed, narrow, point, balance, stretch, twisted, curled, backwards, tension. | Create, rhythm, control, teamwork. | Hit, throw, catch, aim, roll, space, decisions, rules, scoring, run, safely, pass. | direction, speed, winning, aim |
| Tier 3 vocabulary | Communicate, route. | Agility, sprint, improve. co-ordination, attacking defending, aiming, avoiding, track. | Sequence, height, medium, improve, co-ordination. | Stillness, perform, coordination tempo, timings, flow. | Opposition, teamwork, underarm, target, tactics, batting, bowling, fielding, strike, grip, rounder, wicket keeper. | Sprint, improve. co-ordination, attacking defending |
| Elm Class Lesson 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 (Mrs Hovell) | Summer 1 | Summer 2 |
| NC Objectives | Physically active for sustained periods of time | Running. Throwing and catching. Participate in teams, developing simple tactics for attacking and defending. | Sending and Receiving Participate in teams, developing simple tactics for attacking and defending. | Target games (golf) Physically active for sustained periods of time. Master basic movements. | Net and Wall Master basic movements including running, jumping, throwing and catching. Participate in team games. | Athletics (track events) Master basic movements including running, jumping, throwing and catching. |
| Tier 2 vocabulary | Body, changes, heart rate, hot. | Over arm throw, free space, own space, direction, shooting Direction, speed, winning, aim | Target, successful, attack | Aim, far, distance, score, points | Hit, throw, catch, aim, roll, space, decisions, rules, scoring, run, safely, pass. | direction, speed, winning, aim |



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| | | | | | | |
|--------------------------|------------------------|--|--------------------------------------|------------------------------------|--|--|
| Tier 3 vocabulary | Pumping, determination | Agility, sprint, improve. co-ordination, attacking defending, aiming, avoiding, track. | Accuracy, intercept, defend, cushion | Prepare, accuracy, tactic, target. | Opposition, teamwork, underarm, target, tactics, batting, bowling, fielding, strike, grip, rounder, wicket keeper. | Sprint, improve. co-ordination, attacking defending. |
|--------------------------|------------------------|--|--------------------------------------|------------------------------------|--|--|

| Beech Class A (year 3) Lesson 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------------------|--|--|--|---|---|---|
| NC Objectives | Teambuilding (OAA) | Ball Skills (Netball) | Gymnastics | Dance | Striking & fielding (Cricket) | Athletics |
| | Take part in outdoor and adventurous activity challenges, both individually and in teams. Demonstrate improvement to achieve their personal best. | Running Throwing and catching Playing competitive games and apply basic principles suitable for attacking and defending. | Develop flexibility, strength, technique, control and balance. | Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best. | Throwing and catching Playing competitive games. Use running, jumping, throwing and catching in isolation & in combination. | Use running, jumping, throwing and catching in isolation & in combination. Demonstrate improvement to achieve their personal best. |
| Tier 2 vocabulary | Rules, route, map, trust, discuss, plan. | Net, scoring, all positions by name, high 5 rules, umpire, travel, contact, attack, defence. | Muscles, balance, sequence, routine, body position, shape, landing, copy, repeat, symmetry, apparatus, strength, forward and backward roll, improve. | Sequence, rhythm, timing, position, balance, control, creative, perform, demonstrate, style, flow, perform, explore, create, pattern. | Cricket playing positions, rules, scoring, teamwork, batting, underarm throw, over arm throw, wicket, batter, keep the ball | Distance, personal best, relay, baton, speed, pace, under/over arm. obstacles, diagonal, relay, triple jump, long jump, hurdles, shot putt, discuss, vortex, javelin throw. |



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|-----------------------------|--|--|---|--|---|---|
| Tier 3 vocabulary | Tactics to win. Location, boundaries, symbol, cooperatively, orienteering, coordinates, compass | Chest pass, bounce pass, shoulder pass footwork, marking, penalty. | Flight, performance/evaluation, stretch, point, patch, core moves plus teddy bear roll, pose. | Phase, canon, mirroring technique, structure, unison, transitions. | Umpire, tactics, cooperation long barrier, chaining, LBW. | stamina compete, muscular endurance Control, accuracy, approach, preferred pulse rate, stance, accuracy. |
| Beech Class Lesson 2 | Autumn 1 Cross Country | Autumn 2 Ball Skills (football) | Spring 1 Yoga | Spring 2 Target Games (Golf) | Summer 1 Striking & Fielding (Roulers) | Summer 2 Athletics (Track events) |
| NC Objectives | Take part in outdoor and adventurous activity challenges, both individually and in teams. Demonstrate improvement to achieve their personal best. | Running Throwing and catching Playing competitive games and apply basic principles suitable for attacking and defending. | Develop flexibility, strength, technique, control and balance. | Take part in outdoor and adventurous activity challenges, both individually and in teams. Demonstrate improvement to achieve their personal best. | Throwing and catching Playing competitive games. Use running, jumping, throwing and catching in isolation & in combination. | Use running, jumping, throwing and catching in isolation & in combination. Demonstrate improvement to achieve their personal best. |
| Tier 2 vocabulary | Rules, route, map, trust, discuss, plan, Pace, long distance, compete, personal best, breathing, rhythm, time. | Net, scoring, all positions by name, high 5 rules, umpire, travel, contact, attack, defence. | Balance, shape, breathe, inhale, exhale, control, pose. | Swing, club, strike, course, chip, tee, align. | Cricket playing positions, rules, scoring, teamwork, batting, underarm throw, over arm throw, wicket, batter, keep the ball | Distance, personal best, relay, baton, speed, pace, under/over arm. obstacles, diagonal, relay, triple jump, long jump, hurdles, shot putt, discuss, vortex, javelin throw. |
| Tier 3 vocabulary | Stamina, tactics to win. Location, boundaries, symbol, cooperatively, orienteering, coordinates, compass | Chest pass, bounce pass, shoulder pass footwork, marking, penalty. | Co-ordination, focus sequence. | Consistently, prepare, putt, hazard, par. | Umpire, tactics, cooperation long barrier, chaining, LBW. | stamina compete, muscular endurance Control, accuracy, approach, preferred pulse rate, stance, accuracy, |



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| Beech Class B (Yr 4) Lesson 1 | Autumn 1 Team Building OAA | Autumn 2 Ball Skills - Netball | Spring 1 Gymnastics | Spring 2 Dance | Summer 1 Striking & Fielding (Tennis) | Summer 2 Athletics |
|-------------------------------|--|--|---|---|---|---|
| NC Objectives | Take part in outdoor and adventurous activity challenges, both individually and in teams. Demonstrate improvement to achieve their personal best. | Running Throwing and catching Playing competitive games and apply basic principles suitable for attacking and defending. | Develop flexibility, strength, technique, control and balance. | Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best. | Throwing and catching Playing competitive games. Use running, jumping, throwing and catching in isolation & in combination. | Use running, jumping, throwing and catching in isolation & in combination. Demonstrate improvement to achieve their personal best. |
| Tier 2 vocabulary | Rules, route, map, trust, discuss, plan. | Offside, team work, sportsmanship, referee, match, competition. | Inverted, 90 degrees, 180 degrees, combine, rotation take off, stamina, constructive, long levers unison. | Expression, dance phrase, improvisation, character, gesture, action and reaction. | Net, court, score, doubles, umpire, racket, rules, tactics, balance, control, match, competition, tactics. | Sling, pull, distance, sprint, pace, joints, heartbeat, landing, |
| Tier 3 vocabulary | Tactics to win. Location, boundaries, symbol, cooperatively, orienteering, coordinates, compass | Invasion, attack, defence, possession, | Criteria, flexibility, adapt, contrasting, suppleness. | Dynamic, compose, posture, contrast, fluently, stimulus. | Volley, forehand, backhand, serve, ace, love, fault, out lob, smash, ready rally, forecourt, backcourt, singles, doubles. | Continuous pace, Transfer of weight, Force. |
| Beech Class B Lesson 2 | Autumn 1 Cross Country | Autumn 2 Ball Skills (Tag rugby) | Spring 1 Yoga | Spring 2 Striking and Fielding (Rounders) | Summer 1 Striking & Fielding (Cricket) | Summer 2 Athletics (Track events) |
| NC Objectives | Take part in outdoor and adventurous activity challenges, both individually and in teams. | Running Throwing and catching Playing competitive games and apply basic | Develop flexibility, strength, technique, control and balance. | Throwing and catching Playing competitive games. | Throwing and catching Playing competitive games. | Use running, jumping, throwing and catching in isolation & in combination. |



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| | Demonstrate improvement to achieve their personal best. | principles suitable for attacking and defending. | | Use running, jumping, throwing and catching in isolation & in combination. | Use running, jumping, throwing and catching in isolation & in combination. | Demonstrate improvement to achieve their personal best. |
|-------------------|--|---|---|--|--|--|
| Tier 2 vocabulary | Rules, route, map, trust, discuss, plan, Pace, long distance, compete, personal best, breathing, rhythm, time. | Offside, team work, sportsmanship, referee, match, competition, sportsmanship. | Balance, shape, breathe, inhale, exhale, control, pose. | Roll, pitch, underarm, bowler, strike, control, space, collect, fielder, stump, post, base, grip | Umpire, bat, rules, tactics, control, match, competition, tactics, stumps, batsman, fielding | Sling, pull, distance, sprint, pace, joints, heartbeat, landing, |
| Tier 3 vocabulary | Stamina, tactics to win. Location, boundaries. | Invasion, attack, defence, possession, tackle-tag, arrow head, flat line, lineout, try, passing, bread basket tactics opponent, discipline/control. | Flexibility, co-ordination, sun salutation, focus sequence. | Consecutive, consistency, receive, long barrier, short barrier, release. | Bowled, wicket, boundary, century. | Continuous pace, Transfer of weight, Force. |



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| Oak Class A Lesson 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|--|--|---|---|---|---|
| NC Objectives | Take part in outdoor and adventurous activity challenges, both individually and in teams. Demonstrate improvement to achieve their personal best. | Running Throwing and catching Playing competitive games and apply basic principles suitable for attacking and defending. | Develop flexibility, strength, technique, control and balance. | Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones. Demonstrate improvement to achieve their personal best. | Throwing and catching Playing competitive games. Use running, jumping, throwing and catching in isolation & in combination. | Use running, jumping, throwing and catching in isolation & in combination. Demonstrate improvement to achieve their personal best. |
| Tier 2 vocabulary | navigate, grid, teamwork, trust. | Net, scoring, all positions by name, high 5 rules, umpire, travel, contact, attack, defence. | Dynamics, combination, accurately, refinements, suppleness, explore, symmetrical. | Dynamic, compose, posture, contrast, fluently, formation. | Net, court, score, doubles, umpire, racket, rules, tactics, balance, control, match, competition, tactics. | Continuous pace, Transfer of weight, Force |
| Tier 3 vocabulary | strategy, critical thinking navigation, strategise. | Chest pass, bounce pass, shoulder pass footwork, marking, penalty, obstruction strategy, invade | Asymmetrical, aesthetically pleasing, refine, approaching, mirroring, | Unison, fluid, choreograph. | Volley, forehand, backhand, serve, ace, love, fault, out lob, smash, ready rally, forecourt, backcourt, singles, doubles. | Measure, pacing, rhythm, performance, accuracy, position. |
| Oak Class A Lesson 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| NC Objectives | Take part in outdoor and adventurous activity challenges, both individually and in teams. | Running Throwing and catching Playing competitive games and apply basic | Develop flexibility, strength, technique, control and balance. | Take part in outdoor and adventurous activity challenges, both individually and in teams. | Throwing and catching Playing competitive games. | Use running, jumping, throwing and catching in isolation & in combination. |



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|--------------------------|---|--|---|---|--|---|
| | Demonstrate improvement to achieve their personal best. | principles suitable for attacking and defending. | | Demonstrate improvement to achieve their personal best. | Use running, jumping, throwing and catching in isolation & in combination. | Demonstrate improvement to achieve their personal best. |
| Tier 2 vocabulary | Pace, long distance, compete, personal best, breathing, rhythm, timing. | Maintain, sportsmanship, close-down, support. | Dynamics, combination, accurately, refinements, suppleness, explore, symmetrical. | Swing, club, strike, course, chip, tee, align. | Boundary, communication, commitment. | Continuous pace, Transfer of weight, Force |
| Tier 3 vocabulary | Muscular and cardio vascular endurance, strategy. | Ball side, possession, consistently. | Asymmetrical, aesthetically pleasing, refine, approaching, mirroring. | Consistently, prepare, putt, hazard, par. | Repossession, defensive hit, continuous, keep possession, receive. | Measure, pacing, rhythm, performance, accuracy, position. |



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| Oak Class B Lesson 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|---|--|---|---|---|--|
| NC Objectives | <p>Take part in outdoor and adventurous activity challenges, both individually and in teams.</p> <p>Demonstrate improvement to achieve their personal best.</p> | <p>Running</p> <p>Throwing and catching</p> <p>Playing competitive games and apply basic principles suitable for attacking and defending.</p> | <p>Develop flexibility, strength, technique, control and balance.</p> | <p>Dance</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones.</p> <p>Demonstrate improvement to achieve their personal best.</p> | <p>Striking & Fielding (Tennis)</p> <p>Throwing and catching</p> <p>Playing competitive games.</p> <p>Use running, jumping, throwing and catching in isolation & in combination.</p> | <p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation & in combination.</p> <p>Demonstrate improvement to achieve their personal best.</p> |
| Tier 2 vocabulary | <p>navigate, grid, trust, teamwork.</p> | <p>Offside, team work, sportsmanship, referee, match, competition.</p> | <p>Co-operate</p> <p>Audience, assessment, obstacles, extension, imaginative, creativity</p> | <p>Unison, fluid, choreograph.</p> | <p>Volley, forehand, backhand, serve, ace, love, fault, out lob, smash, ready rally, forecourt, backcourt, singles, doubles.</p> | <p>Measure, pacing, rhythm, performance, accuracy, position.</p> |
| Tier 3 vocabulary | <p>strategy, critical thinking navigation, strategise.</p> | <p>Invasion, attack, defence, possession, tackle-tag, arrow head, flat line, lineout, try, passing, bread basket tactics opponent, discipline/control.</p> | <p>Elements, refine, judgements, canon, counter-tension, synchronisation, counter-balance, parallel</p> | <p>Motif, interpret, exploration.</p> | <p>position placement, consecutive and consistently</p> | <p>Protectory, release, Momentum, Trajectory, Rotation endurance.</p> |
| Oak Class B Lesson 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| NC Objectives | <p>Take part in outdoor and adventurous activity challenges, both individually and in teams.</p> | <p>Running</p> <p>Throwing and catching</p> <p>Playing competitive games and apply basic</p> | <p>Develop flexibility, strength, technique, control and balance.</p> | <p>Striking and Fielding (Rounders)</p> <p>Throwing and catching</p> <p>Playing competitive games.</p> <p>Use running, jumping, throwing and catching in</p> | <p>Striking & Fielding (Cricket)</p> <p>Throwing and catching</p> <p>Playing competitive games.</p> | <p>Athletics (Track Events)</p> <p>Use running, jumping, throwing and catching in isolation & in combination.</p> |



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|--------------------------|---|---|--|--|--|--|
| | Demonstrate improvement to achieve their personal best. | principles suitable for attacking and defending. | | isolation & in combination. | Use running, jumping, throwing and catching in isolation & in combination. | Demonstrate improvement to achieve their personal best. |
| Tier 2 vocabulary | Pace, breathing, timing. | Offside, team work, sportsmanship, referee, match, competition. | Co-operate Audience, assessment, obstacles, extension, imaginative, creativity | Roll, pitch, underarm, bowler, strike, control, space, collect, fielder, stump, post, base, grip | Boundary, communication, commitment. | Measure, pacing, rhythm, performance, accuracy, position. |
| Tier 3 vocabulary | Muscular and cardio vascular endurance, strategy. | Dictate, ball side, consistently, contest, transition. | Elements, refine, judgements, canon, counter-tension, synchronisation, counter-balance, parallel | Consecutive, consistency, receive, long barrier, short barrier, release. | Repossession, defensive hit, continuous, keep possession, receive. | Protectory, release, Momentum, Trajectory, Rotation endurance. |



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Swimming Competency in Year 6

perform safe self-rescue in different water-based situations.

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Related vocabulary: deep, shallow, unaided, swimming aids, breaststroke, back stroke, butterfly, front crawl, breathing, freestyle, safe rescue, kick, pushing off, underwater, glide, costume, trunks, goggles, arm bands, lanes, floating, jump



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Learning Objectives/Reading in PE

The learning objective is written on a whiteboard and read & discussed with relevant vocabulary at the beginning of each lesson.

Assessment

A tick list will be completed during each lesson using the criteria E, D, S and Greater Depth will be given at the end of each unit if the child has been able to demonstrate their learning to others or exceeded the learning objectives. They will be completed by school staff with support from Mrs Hovell and filed in the class PE folders during non-contact time. These assessment sheets link to the powerful skills and knowledge objectives below.

| | |
|--|--|
| Date: _____ | |
| Name: _____ | |
| My Learning in PE | |
| Unit name: _____ | |
| In PE we have been learning about: _____ _____ | |
| My favourite part of this unit has been: _____ _____ | |
| Three things that I have learnt from this unit are: _____ _____ _____ | |
| One area I would still like to improve on is: _____ _____ | |

My Learning in PE

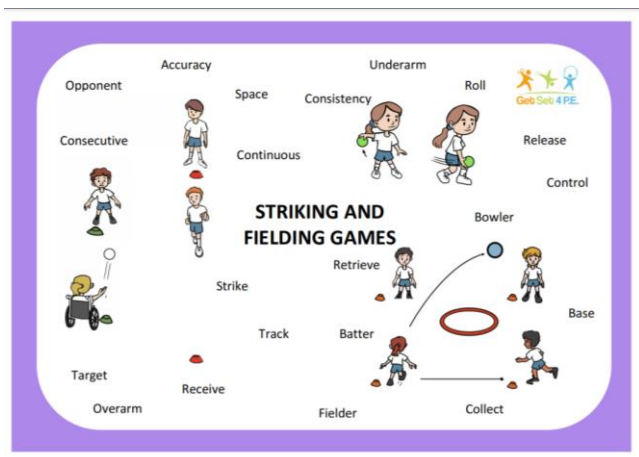
Each class will complete this sheet at the end of the unit. It will then be stuck in their floor books to aid retrieval of knowledge and skills.



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PE Vocabulary posters will be printed off and referred to during the lesson.



Children not participating in active PE lessons

These children will have lanyard to carry out a particular job, such as 'Skill master'.

 **TASK**

You will need a pen and a piece of paper.
Answer these questions:

1. What is your class learning?
2. Who do you think is improving during the lesson? Why?
3. What would be your top tips if you were teaching someone this skill?
4. How would you make this skill harder for someone to do?
5. Can you give an example of when someone would use this skill?

Today you are the: 

Skill Master





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PE Powerful Knowledge and Skills. Children are assessed against these. The knowledge and skills are built on each year.

EYFS are working towards the ELGs.

| Yr Gp | Team Building |
|----------|--|
| 1 | To co-operate and communicate with a partner to solve challenges |
| | To explore and develop teamwork skills to solve challenges |
| | To use communication skills to lead a partner |
| | To plan with a partner and small group to solve problems |

| Yr Gp | Team Building |
|----------|--|
| 2 | To follow instructions and work with others |
| | To co-operate and communicate in a small group to solve challenges |
| | To create a plan with a group to solve the challenges |
| | To work as a group to solve problems |
| | To work with a group to copy and create a basic map |

| Yr Gp | Team Building - Cross country/ Outdoor & Adventurous Activity |
|--------------|---|
| 3 /4a | To develop co-operation and teamwork skills |
| | To develop trust and team work |
| | To involve all team members in an activity and work towards a collective goal |
| | To develop trust and accept support whilst listening to others and following instructions |



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| Yr Gp | Team Building - Cross country/ Outdoor & Adventurous Activity |
|--------------|--|
| 3/ 4b | To draw a route using directions and be able to orientate a map and navigate around a grid |
| | To develop co-operation and teamwork skills |
| | To develop trust and team work |
| | To involve all team members in an activity and work towards a collective goal |

| Yr Gp | Team Building - Cross country/ Outdoor & Adventurous Activity |
|--------------|---|
| 5/ 6a | To be able to use a key to identify objects and locations |
| | To develop navigational skills and map reading |
| | To share ideas and work as a team to solve problems |
| | To work as a team to solve problems, sharing ideas and collaborating with one another |

| Yr Gp | Team Building - Cross country/ Outdoor & Adventurous Activity |
|--------------|---|
| 5/ 6b | To build communication and trust whilst showing an awareness of safety |
| | To develop navigational skills and map reading |
| | To develop tactical planning and problem solving |
| | To work as a team to solve problems, sharing ideas and collaborating with one another |

| Yr Gp | Fitness |
|-------|--|
| | To develop jumping in a long rope using timing. |
| | To develop co-ordination in individual skipping. |
| | To develop stamina and change of direction. |
| | To explore exercises to develop strength. |
| | To develop agility, balance and co-ordination. |



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| Yr Gp | Ball Skills |
|----------|---|
| 1 | To develop control and co-ordination when dribbling a ball with your hands |
| | To explore accuracy & control when rolling, dribbling and throwing. |
| | To recognise changes in the body during exercise |
| | To explore tracking a ball that is coming towards me |
| | To explore ball skills rolling, dribbling, throwing, tracking and catching in small group games |

| Yr Gp | Ball Skills |
|----------|---|
| 2 | To explore different ball handling skills inc rolling to hit a target, developing co-ordination |
| | To be able to develop technique and control when dribbling/kicking a ball with your feet |
| | To develop co-ordination and technique when throwing and catching |
| | To develop control and co-ordination when dribbling a ball with your hands |
| | To show Co-ordination and control in a variety of ball skills |

| Yr Gp | Ball Skills - Football |
|-------|--|
| | To develop controlling the ball and dribbling under pressure |
| | To develop passing to a teammate and pass and move |
| | To be able to control the ball with different parts of the body |
| | To develop changing direction with the ball using an inside and outside hook |
| | To be able to jockey/track an opponent |
| | To be able to apply the rules and tactics you have learnt to play in a football tournament |



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| Yr Gp | Ball skills - Netball |
|-------------|---|
| 3/ 4 | To develop ball handling skills and practise throwing and catching |
| | To develop passing and moving and to be able to play within the footwork rule |
| | To develop passing and moving towards a goal and to lose a defender |
| | To be able to defend an opponent and try to win the ball |
| | To develop the shooting action |
| | To develop playing using netball rules |

| Yr Gp | Ball Skills – Tag Rugby |
|-------------|---|
| 3/ 4 | To develop throwing, catching and running with the ball. |
| | To develop an understanding of how to defend using tagging rules. |
| | To begin to use the 'forward pass' and 'offside' rule. |
| | To develop movement skills to dodge a defender. |
| | To track an opponent and begin to defend as a team. |
| | To apply the rules and skills you have learnt and play. |



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| | Ball Skills - Netball |
|--|---|
| | To develop passing and moving towards a goal |
| | To be able to use the attacking principle of creating and using space |
| | To be able to change direction and lose a defender |
| | To be able to defend a ball side and know when to go for interceptions |
| | To develop the shooting action |
| | To be able to change direction to get free from a defender and receive a pass |
| | To learn the positions of 5-a-side netball |

| Yr Gp | Ball Skills - Football |
|------------|---|
| 5/6 | To maintain possession when dribbling. |
| | To dribble with control under pressure. |
| | To select the appropriate skill, choosing when to pass and when to dribble. |
| | To move into and create space to support a teammate. |
| | To use the appropriate defensive technique for the situation. |
| | To apply rules, skills and principles to play in a tournament. |

| Yr Gp | Ball Skills - Tag Rugby |
|------------|--|
| 5/6 | To develop an understanding of tagging rules |
| | To begin to use the 'forward pass' and 'offside' rule |
| | To develop ball handling skills demonstrating increasing control and accuracy |
| | To develop attacking principles, understanding when to run and when to pass |
| | To be able to use the 'forward pass' and 'offside' rules |
| | To be able to play games using tagging rules |
| | To develop dodging skills to lose a defender |
| | To develop drawing defence and understanding when to pass |
| | To be able to work as a defending unit to prevent attackers from scoring |
| | To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament/game |



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| Yr Gp | Invasion Games |
|----------|--|
| 2 | To understand what being in possession means and support a teammate to do this. |
| | To understand that scoring goals is an attacking skill and to explore ways to do this. |
| | To understand that stopping goals is a defending skill and explore ways to do this. |
| | To explore how to gain possession. |
| | To mark an opponent and understand that this is a defending skill. |
| | To apply simple tactics for attacking and defending. |

| Yr Gp | Gymnastics |
|----------|--|
| 1 | To explore travelling movements using the space around you |
| | To develop quality when performing gymnastic shapes |
| | To develop technique and control when performing shape jumps |
| | To develop the straight, barrel, and forward roll |
| | To link gymnastic actions to create a sequence |

| Yr Gp | Gymnastics |
|----------|--|
| 2 | To perform gymnastic shapes and link them together |
| | To be able to use shapes to create balances |
| | To demonstrate different shapes, take off and landings when performing jumps |
| | To develop rolling and sequence building |
| | To develop stability and control when performing balances |

| Yr Gp | Gymnastics |
|-------------|---|
| 3 /4 | To be able to create interesting point and patch balances |
| | To develop stepping into shape jumps with control |
| | To be able to transition smoothly into and out of balances |
| | To develop technique in the barrel, straight and forward roll |
| | To create a partner sequence incorporating equipment |



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| Yr Gp | Gymnastics |
|-------------|---|
| 3/ 4 | To develop individual and partner balances |
| | To develop control in performing and landing rotation jumps |
| | To develop the straight, barrel, forward and straddle roll |
| | To develop strength in inverted movements |
| | To create a sequence with matching and contrasting actions and shapes |

| Yr Gp | Gymnastics |
|-------------|--|
| 5/ 6 | To be able to perform symmetrical and asymmetrical balances |
| | To develop the straight, forward, straddle and backward roll |
| | To be able to create a group sequence |
| | To be able to perform progressions of inverted movements |
| | To explore matching and mirroring using actions on the floor |
| | To be able to create a partner sequence |

| Yr Gp | Gymnastics |
|-------------|--|
| 5/ 6 | To be able to develop the straddle, forward and backward roll |
| | To develop counter balance and counter tension |
| | To be able to perform inverted movements with control |
| | To be able to perform the progression of a headstand and a cartwheel |
| | To be able to explore different methods of travelling, linking actions in both canon and synchronisation |

| Yr Gp | Sending & Receiving |
|----------|--|
| 2 | To roll a ball towards a target. |
| | To track and receive a rolling ball. |
| | To send and receive a ball with your feet. |
| | To develop throwing & catching skills. |
| | To send and receive a ball using a racket. |



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| Yr Gp | Yoga |
|------------|---|
| 3/4 | To explore poses that challenge my balance. |
| | To explore poses that challenge my flexibility. |
| | To explore poses that challenge my strength. |

| Yr Gp | Yoga |
|-------------|---|
| 3 /4 | To create a flow using poses that challenge my balance. |
| | To create a flow using poses that challenge my flexibility. |
| | To create a flow using poses that challenge my strength. |

| Yr Gp | Yoga |
|-------------|---|
| 5/ 6 | To understand how breath can help me to hold and move from pose to pose. |
| | To identify and use balance when exploring poses and creating a flow. |
| | To identify and use flexibility when exploring poses and creating a flow. |

| Yr Gp | Yoga |
|-------------|--|
| 5/ 6 | To identify and use strength when exploring poses and creating a flow. |
| | To create and refine a flow with a partner. |
| | To lead others through our flow |

| Yr Gp | Dance |
|----------|--|
| 1 | To explore travelling actions and use counts of 8 to move in time with the music |
| | To copy, remember and repeat actions that represents the theme |
| | To use a pathway when travelling |
| | To show changes in expression, level and shape |
| | To remember and repeat actions and respond imaginatively to a stimulus |



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| Yr Gp | Dance |
|----------|--|
| 2 | To copy, repeat, create and perform actions that represent the theme |
| | To copy, remember and repeat actions using facial expressions to show different characters |
| | To create actions and accurately copy others actions |
| | To copy, repeat and create actions in response to a stimulus |
| | To create a short dance phrase showing clear changes of speed |

| Yr Gp | Dance |
|--------------|---|
| 3 / 4 | To create actions in response to a stimulus and move in unison with someone else |
| | To understand how dynamics affect the actions performed. |
| | To be able to select and use actions to represent an idea |
| | To choose actions which relate to the idea, using space and timing to make my work look interesting |
| | To use transitions and changes of timing to move into and out of shapes |

| Yr Gp | Dance |
|--------------|---|
| 3 / 4 | To copy and create actions in response to an idea and be able to adapt these using changes of space |
| | To choose actions which relate to the theme |
| | To use actions, dynamics, spacing and timing to represent a state of matter |
| | To remember and repeat actions and create dance ideas in response to a stimulus |
| | To remember, repeat and create actions to represent an idea |

| Yr Gp | Dance |
|-------------|--|
| 5/ 6 | To create a dance using random structure and perform the actions showing quality and control |
| | To copy and repeat a set dance phrase showing confidence in movements |
| | To work with a group to create poses and link them together using transitions |
| | To work with a partner to copy and repeat actions keeping in time with the music |
| | To communicate a story through dance |



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| Yr Gp | Dance |
|------------|--|
| 5/6 | To understand how changing the dynamics of an action changes the appearance of the performance |
| | To understand and use relationships and space to change how a performance looks |
| | To use choreographing devices when working as a group |
| | To work collaboratively with a partner to explore and develop dance idea |
| | To use changes in the level and speed when choreographing |
| | To use choreographing ideas to change how actions are performed |

| Yr Gp | Target Games (Golf) |
|----------|---|
| 2 | To consider how much power to apply when aiming at a target. |
| | To understand how to score using overarm and underarm throwing. |
| | To develop striking to a target. |
| | To develop hitting a moving target. |
| | To select and apply the appropriate skill to the target game. |
| | To show an improvement in my personal best. |

| Yr Gp | Target Games (Golf) |
|-------------|--|
| 3/ 4 | To develop accuracy & technique when aiming towards a target. |
| | To explore technique when aiming at a target over a short distance. |
| | To explore technique when aiming at a target over a long distance. |
| | To apply skills and knowledge to compete in a tournament or competition. |



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| Yr Gp | Target Games (Golf) |
|-------------|---|
| 5/ 6 | To accuracy & technique for hitting accurately over a short distance. |
| | To explore the technique for a long game. |
| | To select the appropriate shot for the situation. |
| | To apply knowledge of rules and skills to design and compete in a tournament. |

| Yr Gp | Striking & Fielding |
|----------|---|
| 1 | To develop underarm throwing and catching and put this into small sided games |
| | To develop overarm throwing |
| | To develop striking a ball with my hand and equipment |
| | To retrieve a ball when fielding |
| | To understand how to get a batter out |
| | To develop decision making and understand how to score points |

| Yr Gp | Striking & fielding |
|----------|---|
| 2 | To be able to track a rolling ball and collect it |
| | To develop accuracy in underarm throwing and consistency in catching when fielding a ball |
| | To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score |
| | To develop striking for distance and accuracy |
| | To develop decision making to get a batter out |

| Yr Gp | Striking & Fielding - Cricket |
|-------------|---|
| 3 /4 | To develop overarm throwing, catching & bowling |
| | To learn how to grip the bat and develop batting technique |
| | To be able to field a ball using a two-handed pick up and a short barrier |
| | To develop overarm bowling technique |
| | To play apply skills learnt to mini cricket |



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| Yr Gp | Striking & Fielding - Rounders |
|-----------------|---|
| 3/ 4 | To develop throwing and catching with accuracy and apply these to a striking and fielding game. |
| | To develop bowling and learn the rules of the skill within this game. |
| | To develop batting technique and understand where to hit the ball. |
| | To develop fielding techniques and apply them to game situations. |
| | To apply skills and knowledge to compete in a tournament. |

| Yr Gp | Striking & Fielding - Cricket |
|-------------|---|
| 5/ 6 | To develop throwing accuracy and catching skills (close/deep catching and wicket keeping) |
| | To develop batting accuracy and directional batting |
| | To develop overarm bowling technique and accuracy |
| | To develop a variety of fielding techniques and to use them within a game |
| | To develop long and short barriers and apply them to a game situation |



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| Yr Gp | Striking & Fielding – Rounders |
|-----------------|---|
| 5/ 6 | To develop throwing, bowling and catching under pressure and apply these to a striking and fielding game. |
| | To strike a bowled ball with increasing consistency. |
| | To develop fielding techniques and select the appropriate action for the situation. |
| | To understand and apply tactics in a game. |

| Yr Gp | Net and Wall |
|----------|---|
| 2 | To use the ready position to defend space on court. |
| | To develop returning a ball with hands. |
| | To play against a partner. |
| | To develop racket skills and use them to return a ball. |
| | To develop returning a ball using a racket. |
| | To play against an opponent using a racket. |

| Yr Gp | Net and Wall - Tennis |
|-----------------|---|
| 3 /4 | To develop racket and ball control. |
| | To explore rallying using a forehand. |
| | To explore returning the ball using a forehand and backhand |
| | To learn how to score and use simple rules. |
| | To work co-operatively with others to begin to manage a game. |



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| Yr Gp | Net and Wall - Tennis |
|-----------------|--|
| 5/ 6 | To return the ball using a forehand groundstroke under pressure. |
| | To return the ball using a backhand groundstroke under pressure. |
| | To use a variety of shots to keep a continuous rally going. |
| | To develop the underarm serve and understand the rules of serving. |
| | To develop the volley and understand when to use it. |
| | To apply rules, skills and principles to play against an opponent. |

| Yr Gp | Athletics |
|----------|--|
| 1 | To learn to move at different speeds for varying distances |
| | To develop co-ordination |
| | To develop a foundation for balance and stability |
| | To explore hopping, jumping and leaping for distance |
| | To develop throwing for distance and accuracy |

| Yr Gp | Athletics |
|----------|--|
| 2 | To develop the sprinting action |
| | To develop jumping for distance |
| | To develop technique when jumping for height |
| | To develop throwing for distance & accuracy |



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| Yr Gp | Athletics |
|------------|--|
| 3/4 | To develop the sprinting technique and improve on your personal best |
| | To develop changeover in relay events |
| | To develop jumping technique in a range of approaches and take off positions |
| | To develop throwing for distance and accuracy |
| | To develop throwing for distance in a pull throw |

| Yr Gp | Athletics |
|------------|---|
| 3/4 | To develop power and speed in the sprinting technique |
| | To develop technique when jumping for distance |
| | To develop power and technique when throwing for distance |
| | To develop a pull throw for distance and accuracy |
| | To develop officiating and performing skills |
| | To develop stamina and an understanding of speed and pace in relation to distance |

| Yr Gp | Athletics |
|-------------|---|
| 5/ 6 | To be able to apply different speeds over varying distances |
| | To develop fluency and coordination when running for speed |
| | To develop technique in relay changeovers |
| | To develop technique and coordination in the triple jump |
| | To develop throwing with force for longer distances |
| | To develop throwing with greater control and technique |

| Yr Gp | Athletics |
|-------------|--|
| 5/ 6 | To work collaboratively with a partner to set a steady pace |
| | To develop your own and others sprinting techniques |
| | To develop power, control and technique for the triple jump |
| | To develop power, control and technique when throwing for distance |
| | To develop throwing with force and accuracy for longer distances |
| | To work collaboratively in a team to develop the officiating skills of measuring, timing and recording |



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Extra-Curricular Events

| Month | County/school Event (An after-school club will run to practise these sports) | After School PE Club |
|-----------|--|----------------------|
| Oct/ Nov | Cross country | A1: Dodgeball |
| Dec/Jan | Tag rugby | A2: Football skills |
| Feb/March | Netball | Sp1:Hockey |
| May | Football organised by Northwold & cricket | Sp2: Golf |
| June | Tennis | Su1: Cricket |
| July | Tennis | Su2: Rounders |

Additional Activities Throughout the Year Include:

- Forest School – subsidised by Primary Sports Premium
- After school sports clubs, such as PE club – subsidised by Sports Premium
- Intra School competitions during the year
- Daily Mile Running circuit used each week
- Cluster competitions – paid for using Sports Premium
- Mental Health Awareness Days
- Bikeability
- Sports Day
- Sponsored Obstacle Course
- Walk to School Initiative
- Easter Dance Show
- Pupil Voice activities



Out of School Clubs in Our Local Area

Breckland Forest Gymnastics Club

14 Wimbledon Avenue, Brandon IP27 0NZ 01842 812850

Brandon Town Community Football Club Secretary Amber Browne - 07734 923215 amberbrowne001@gmail.com

Mundford Football Club mundfordfc@hotmail.com

Feltwell Youth Football team

Hockwold Cricket Club

THE CLUB HOUSE

The Village Club

72 Main Street

Hockwold, Thetford

Norfolk

IP26 4LN

Telephone: 01842 827098

Brandon Leisure Centre [Juniors | Abbeycroft Leisure \(acleisure.com\)](http://Juniors | Abbeycroft Leisure (acleisure.com))



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PWL Dance – Street dance for 4-16 year olds

Lakenheath Pavilion

07510611231

pwldance@outlook.com