Dunnington Primary School

Physical Education (PE)

Physical Education (PE) Long Term Plan

The National Curriculum Purpose of study states that *'a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'*

Intent:

Our vision is to inspire pupils to lead a healthy and active lifestyle. This is done by providing a safe, inclusive and expert programme of PE & sport. At Dunnington Primary School, we aim to inspire the next generation of children to reach their full potential by providing them with the skills needed to improve their personal performance as well as develop their communication skills, increase physical confidence and develop values such as respect and determination.

Implementation

To implement our intent, two PE lessons are timetabled on a weekly basis in KS1 and KS2. Teachers, with the support of sports coaches from our external supplier Sprint Active, are provided with the resources that are necessary to provide:

- Lessons that allow all children to experience a wide variety of sports
- Differentiated lessons that challenge all pupils
- Opportunities for children to show expression and creativity
- Time to evaluate their own performance and that of others, suggesting how improvements can be made
- The encouragement of children to be active and to take ownership of their lifestyle

Children are regularly assessed in PE through a range of formative and summative assessments.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Dunnington, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that, to be successful, they need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Foundation Stage

In the Foundation Stage, we encourage the physical development of our children in Reception Class as an integral part of their learning. In addition to this, fine and gross motor skills are constantly being developed through the range of carefully planned activities, both child initiated and teacher modelled, provided in the classroom. The children also benefit from their own outdoor provision and a selection of P.E. equipment to help develop their gross motor skills, core strength, coordination and control. The time spent in this area is used to build upon and reinforce the skills practised in the curriculum lessons. The Physical Education curriculum within the foundation unit follows objectives set out in the Early Learning Goals. The children gain the basic skills of spatial awareness, control and co-ordination in the way they move and through the control of balls, bean bags, hoops and ropes. The children are given opportunities to explore and manipulate a range of P.E. equipment in their own ways to build the confidence to participate. They also learn how physical health and activity links to mental wellbeing.

Extracurricular Activities/Extended Curriculum for Enrichment

A wide range of extracurricular activities are available ensuring there is the opportunity for all pupils to enjoy the weekly recommended 2 hours of P.E./sport per week. These sports are signposted in school and on the school website via a link to our external provider, Sprint Active, and are ongoing throughout the year. Via Sprint Active, professional sports coaches are welcomed into school to work with children during lunch time, in curriculum time and after school. We work closely with local schools to arrange regular competitive sports fixtures and we also invite local clubs, such as Alcester Tennis Club, into school to run 'taster' events with our pupils.

Swimming

All children from Years 3 and 4 have the opportunity to participate in swimming lessons once a week for a term.
We aim to have as many of our KS2 pupils swimming 25m unaided by the time they leave our school. Swimming lessons take place at Evesham Leisure Centre. Regular assessment of the pupils' swimming skills takes place and children are grouped and re-grouped accordingly.
All of the teaching staff at the centre hold teaching, first aid and lifeguard qualifications. The teachers share our philosophy and values towards teaching; meet the standards that we demand and ensure our children make good progress. The classes are split into groups so that children swim in ability groups.
All swimmers are required to wear hats to maintain water quality. All children are expected to wear appropriate swimwear in line with our Uniform Policy which can be found on the school website.

PE - Long Term Planning Cycle at Dunnington CofE Primary School

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Yoga	Dance (Jungle)	Gymnastic	Ball Skills	Athletics	Tennis
KS1 Year 1 and 2	**A**	Dance Attack, Defend, Shoot	Gymnastics Football	Fitness Rugby Fundamentals	Tennis Dance	Athletics Multi-skills (Unit 1)	Cricket Gymnastics
	B	Dance Mini Muay Thai	Gymnastics Indoor Tennis	Ball Skills Dance	Badminton Basketball	Athletics Multi-skills (Unit 2)	Strike & Field Games Gymnastics
LKS2 Year 3 and 4	**A**	Dance Netball	Gymnastics Fitness	Hockey Football	Tennis Badminton	Athletics Beginners Swimming	Cricket Beginners Swimming
	B	Dance Basketball	Gymnastics Rugby	Indoor Tennis Yoga	Hockey Volleyball	Athletics Beginners Swimming	Rounders Beginners Swimming
UKS2 Year 5 and 6	**A**	Dance Netball (Residential – OAA)	Gymnastics Leadership of Sport	Hockey Football	Badminton Tennis	Athletics Multi-skills	Cricket Quidditch
	B	Dance Basketball	Gymnastics Rugby	Hockey Fitness	Volleyball Tennis	Athletics Multi-skills	Rounders Orienteering

Our curriculum covers six domains – invasion, strike & field, dance, gymnastics, net and wall, OAA and swimming

PE - Long Term Planning Cycle at Dunnington CofE Primary School

Progression of Skills - Athletics

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD - M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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. Pupils should be taught to:

- 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.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Movement						
Can describe how the body feels when still and when exercising.	Can describe how the body feels before, during and after exercise. Can carry and place equipment safely.	Can recognise and describe how the body feels during and after different physical activities. Can explain what they need to stay healthy.	Can recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Can explain why it is important to warm up and cool down	Can describe how the body reacts at different times and how this affects performance. Can explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Can explain some safety principles when preparing for and during exercise	Understand the importance of warming up and cooling down. Can carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Running						
	Can walk and run whilst looking forward.	Can use their arms to help run, keep head still and look forward.	Can pump/swing my arms fast (hip to lip), keep head still and torso upright when running. Can run over obstacles and hurdles at speed with some control. I can pass a relay baton with some control.	Can react quickly and sometimes accelerate over short distances. Can run over obstacles and hurdles at speed with good control Can pass a relay baton with good control and some timing.	Can react and accelerate quickly, whilst using the correct technique, over short distances, most of the time. Can pace myself when running over long distances. Can pass and receive a relay baton with good control and timing.	Can react and accelerate quickly with speed and control in my movement, whilst using the correct technique all of the time. Can pace myself effectively with good technique when running over long distances. Can pass and receive a relay Baton with good control, at speed, in a competitive situation.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jumping						
	Can bend knees and push off when jumping.	Can bend knees, push off and swing their arms to take off when jumping.	Can perform a hop, step and jump with some control.	Can perform a hop, step and jump with control and balance.	I can perform a triple jump with good control and good balance.	I can perform a triple jump with good control and good balance over a good distance.
Throwing						
	Can sometimes stand in a correct stance and throw an object. Can throw an object towards a target. Can throw an object with some height and distance.	Can stand in a correct stance and throw an object accurately towards a target. Can throw an object accurately, with height and distance. With a run up with some control.	Can stand in the correct stance whilst holding a javelin. I can attempt to throw a javelin with some distance. Can stand in the correct stance whilst holding a shotput. Can push a shotput with some distance.	Can stand in the correct stance whilst rotating hips forward some of the time. Can throw a javelin with good distance. Can push a shotput with good distance.	Can stand in the correct stance whilst rotating hips forward. Can throw a javelin with some height and good distance. Can stand in the correct stance and rotate my hips forward most of the time. Can push a shotput with good height and some distance.	Can stand in the correct stance whilst rotating hips forward all of the time. Can throw a javelin with good height and distance. Can stand in the correct stance and rotate my hips all of the time. Can push a shotput with good height and good distance.
Compete / Perform						
Control their body when performing a sequence of movements Participate in simple games	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Co-operate in a team, compete against others and can encourage thier teammates.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
Can talk about what they have done. Can talk about what others have done.	Can watch and describe performances. Can begin to say how they could improve	I Can watch and describe performances, and use what I see to improve my own performance. Can talk about the differences between my work and that of others	Can an describe and evaluate the effectiveness of a performance. Can describe how a performance has improved over time	Can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. I an modify their use of skills or techniques to achieve a better result.	Can choose and use criteria to evaluate own and others' performance. Can explain why I used skills or techniques, and the effect they have had on my performance	Can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements

PE - Long Term Planning Cycle at Dunnington CofE Primary School

Progression of Skills – Dance

Early Years Outcomes

The main Early Years Outcomes covered in the Dance units are:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (PD – M&H 30-50)
- Experiments with different ways of moving. (PD – M&H 40-60)
- Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. (PD – M&H ELG)
- Enjoys joining in with dancing and ring games. (EAD – M & M 30-50)
- Beginning to move rhythmically. (EAD – M & M 30-50)
- Imitates movement in response to music. (EAD – M & M 30-50)
- Begins to build a repertoire of songs and dances. (EAD – M & M 40-60)
- Children sing songs, make music and dance, and experiment with ways of changing them. (EAD – M & M ELG)
- Developing preferences for forms of expression. (EAD – BI 30-50)
- Uses movement to express feelings. (EAD – BI 30-50)
- Creates movement in response to music. (EAD – BI 30-50)
- Captures experiences and responses with a range of media, such as dance. (EAD – BI 30-50)
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (EAD – BI 40-60)
- Children represent their own ideas, thoughts and feelings through dance. (EAD – BI ELG)

KS1 National Curriculum Aims

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.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;
- perform dances using simple movement patterns.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- perform dances using a range of movement patterns;
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Movement						
Describe how the body feels when still and when exercising.	Describe how the body feels before, during and after exercise. Carry and place equipment safely.	Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy.	Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise	Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier.
Dance Skills						
Join a range of different movements together.	Copy and repeat actions. Vary the speed of their actions.	Copy, remember and repeat actions.	Begin to improvise with a partner to create a simple dance.	Identify and repeat the movement patterns and actions of a chosen dance style.	Identify and repeat the movement patterns and actions of a chosen dance style.	Compose dances on their own, in pairs and in groups.

Change the speed of their actions. Change the style of their movements. Create a short movement phrase with demonstrates their own ideas. Children show good control and co-ordination in large and small movements Beginning to move rhythmically	Put a sequence of actions together to create a motif. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance.	Create a short motif inspired by a stimulus and use different transitions. Change the speed and level of their actions. Use choreographic devices such as unison, canon and mirroring. Move in time to music Improve the timing of their actions.	Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.	Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and control. Demonstrate rhythm and spatial awareness.	Compose individual, partner and group dances that reflect the style. Show a change of pace and timing in their movements. Develop their use of space and rhythm in their dance. Demonstrate imagination and creativity in their movements. Use transitions to link motifs smoothly together. Improvise with confidence whilst keeping the fluency of the dance.	Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques and movements to create a fluent sequence. Move appropriately in response to the style including different ways to travel. Show a change of pace and timing in their movements. Move rhythmically and accurately in their movements. Dance with fluency and control ensuring it is linked and there are smooth transitions. Use dramatic expression in dance movements.
Compete / Perform						
Control their body when performing a sequence of movements Imitates movement in response to music	Perform using a range of actions and body parts with some co-ordination and control.	Perform sequences of their own composition with increased co-ordination and control. Compete against themselves and others.	Develop the quality of their actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy.	Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with increased accuracy and control.	Link actions to create a more complex sequence using a full range of movement. Perform the sequence in time to music. Perform and apply a variety of skills and techniques confidently, consistently and with precision.
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others	Describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Choose and use criteria to evaluate own and others' performance. Explain why they have used skills or techniques, and the effect they have had on their performance	Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements

PE - Long Term Planning Cycle at Dunnington CofE Primary School

Progression of Skills – Gymnastics

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD - M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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. Pupils should be taught to:

- 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.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Movement						
I can describe how the body feels when still and when exercising.	I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.	I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy.	I can recognise and describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I know some reasons for warming up and cooling down.	I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise	I Understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I understand why exercise is good for health, fitness and wellbeing. I know ways they can become healthier.
Rolls						
Attempt these rolls: -Curled side roll (egg) -Log roll -Teddy bear roll	I can attempt to perform a tuck rock with a strong body and control. I can perform a: tuck roll Rocket roll Dish and flying saucer Roll with a strong body and control.	I can perform a tuck rock with a strong body and good control I can perform a: star forward roll Tuck roll Rocket roll Dish and flying saucer roll On my own with good body tension, good control and pointed toes.	I can perform a teddy bear roll with some control on my own.	I can perform a teddy bear roll with good control. I can attempt to perform a teddy bear roll with a partner showing precision, control and fluency.	I can perform a T roll with good control and body tension. I can attempt a side star roll with some control.	I can perform a T roll and a side star roll with precision, control and fluency most of the time.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jumps						
Attempt these: -Straight jump -Tuck jump -Jumping Jack -Half turn jump	I can perform a jump with a strong body and control.	I can perform a jump with body tension and good control.	I can perform a ¼ and 1/2 turn rocket jump with body tension and good control.	I can perform a ¼ and ½ turn rocket jump with body tension and good control. I attempt to perform a full turn rocket jump with body tension and good control.	I can perform a range of jumps and leaps with good control and good body tension.	I can perform a range of jumps and leaps with good control, good body tension and fluency.
Using Apparatus						
	I can attempt to use various apparatus,	I can attempt to use learnt skills on various apparatus	I can bunny hop onto apparatus from standing with some control.	I can bunny hop onto apparatus from standing with good control and precision.	I can perform a squat on, squat off onto a box top on my own from standing.	I can perform a squat on, squat off onto a box top on my own with a run up.
Handstands, Cartwheels and Round-offs.						
Bunny hop	I can perform a bunny hop across a mat keeping my hands flat and arms straight.	I can perform a bunny hop across a mat whilst lifting my legs and pointing my toes with good control.	I can perform a bunny hop whilst lifting my legs off the ground at a height with good control.	I can perform controlled bunny hops whilst lifting my hips to various levels whilst pointing my toes.	I can perform an adapted cartwheel progressing to straight legs.	I can perform an adapted cartwheel on a mat with straight legs, precision, fluency and good control.
Travelling, Linking and Sequences.						
Tiptoe, step, jump and hop	I can attempt to complete a sequence with good control and a strong body.	I can attempt to complete a sequence from start to finish with good control and strong body tension.	I can perform a sequence from start to finish showing good body tension, control and some fluency.	I can perform a sequence from start to finish in unison showing different levels with good timing and good fluency.	I can perform a hurdle step with control and coordination.	I can perform a hurdle step with a short run up with good control and good fluency.
Shapes and Balances						
Standing balances	I can perform a space shape with a strong body and control.	I can perform a space shape whilst moving with a strong body and control.	I can perform a matching and mirroring balance with strong body tension and control.	I can perform a matching and mirroring balance with body tension, good control and precision.	I can perform a point and patch balance with body tension, some control and some fluency. E.G. Shoulder stands, head stands, hand stands and V sit.	I can perform a point and patch balance with body tension, good control and good fluency. E.G. Shoulder stands, head stands, hand stands and V sit.
Compete / Perform						
Control their body when performing a sequence of movements	Perform using a range of actions and with some coordination.	Perform sequences of their own composition with coordination. Perform learnt skills with increasing	Develop the quality of the actions in their performances.	Perform and create sequences with fluency and expression. Perform and apply skills and	Perform link and sequence complex actions. Co-operate and collaborate with others	Perform a link and sequence actions on apparatus. Enjoy communicating, collaborating, and competing with others.

Participate in simple games	Begin to perform learnt skills with some control	control	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	techniques with control and accuracy		
Evaluate						
Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others	Describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.	Can evaluate performance and recognise success.	I can recognise success, evaluate and improve performance of myself and others.

PE - Long Term Planning Cycle at Dunnington CofE Primary School

Progression of Skills - Invasion Games

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD - M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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. Pupils should be taught to:

- 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.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Movement						
I can describe how the body feels when still and when exercising.	I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.	I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy.	I can recognise and describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I know some reasons for warming up and cooling down.	I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise	I Understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I understand why exercise is good for health, fitness and wellbeing.I know ways they can become healthier.
Passing						
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (Goal 5)	I can stop a ball using the sole or inside of my feet. I can attempt to pass a ball using the inside of my feet. I can pass a ball using my hands with some success. I can sometimes catch a ball. I can throw a ball in different directions with some control.	I can stop a ball using the sole and inside of my feet. I can attempt to pass a ball using the inside of my feet. I can pass a ball using my hands with control and accuracy. I can catch a ball most of the time. I can throw a ball in different directions with good control.	I can stop a ball using sole and inside/outside of my feet. I can pass a ball backwards or sideways, and forwards with some control and attempt I can pass a ball with the inside of my feet with some accuracy I can step forward when making a pass with some accuracy. I can make a variety of passes with some control.	I can stop a ball by using my hands with some control. I can pass a ball backwards or sideways, and forwards with good control and accuracy. I can pass a ball backwards or sideways with some control and accuracy whilst moving. I can step forward, keeping my elbows in, when making a pass with accuracy. I can make a variety of passes with good control.	I can receive a ball from different angles with good control. I can pass a ball with good control and good accuracy from a range of distances.	I can receive a ball from different speeds and angles with good control. I can pass with good control and good accuracy at a range of speeds and distances, followed by moving into a space.

Shooting						
I can attempt to aim a ball at a target	I can roll a ball at a target with some success. I can throw a ball at a target with some success.	I can roll a ball at a target with success and accuracy. I can throw a ball at a target with success and accuracy.	I can kick/ throw when stationary a ball at a target with success. I can kick/throw a moving ball at a target with some success. I can shoot at a goal, past a keeper, with some success.	I can avoid an opponent to score with some success. I can score a try/goal unopposed at speed. I can bend my knees and push a ball high in the air whilst flicking my wrist when shooting.	I can shoot towards a target when stationary with lots of success. I can shoot towards a target from different angles with some success.	I can hit a stationary ball towards different areas of a target with some success. I can hit a moving ball towards a target from different angles with some success. I can hit a moving ball towards a target against a defender with some success.
Moving						
I can negotiate space successfully. Moving in different directions Experiments with different ways of moving. (Goal 1)	I can dribble a ball with my feet using some control. I can bounce a ball some with some control. I can move with some control with a ball on my hands.	I can dribble a ball using my feet with good control. I can bounce a ball with some control whilst moving. I can move with good control with a ball in my hands.	I can dribble a ball using the inside of my feet. I can dribble a ball using my feet, in a variety of directions. I can take three steps whilst bouncing a ball with some control. I can attempt to pivot I can dodge into a space with the ball with some control.	I can move with a ball in the correct handling position. I can move with a ball in my hands, in a variety of directions I can perform a stride stop and pivot with good control. I can dodge into a space with the ball with good control.	I can show good control when dribbling the ball in a variety of directions. I can use learnt techniques to keep control whilst dribbling a ball I can use light and quick footwork to move around. I can stop in different ways and pivot using the correct footwork.	I can show good control and accuracy when dribbling the ball in a variety of directions at a variety of speeds. I can use learnt techniques to keep control whilst dribbling a ball under pressure. I can use light and quick footwork to move around the court effectively to aid team mates. I can stop in different ways and pivot effectively and quickly using the correct footwork.
Attacking and Defending						
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (Goal 3)	I can participate in team games. I can develop simple attacking and defending strategies.	I can participate in team games. I understand and develop strategies for attacking and defending.	I can sometimes make a standing tackle in a 1v1 I can mark my partner and sometimes keeping on the balls of my feet I can attempt to use different passes to keep possession. I can attempt to move into suitable spaces to send and receive the ball.	I can tag another player when moving. I can mark my partner and keep on the balls of my feet most of the time with control. I can use different passes to keep possession. I can move into suitable spaces to send and receive the ball.	I can use strategies to avoid a defender when stationary or moving effectively. I can mark my opponent with some success whilst communicating with the rest of the team.	I can time a tackle with good control and strength to win the ball most of the time. I can mark my opponent with success whilst communicating effectively with the rest of the team.
Knowledge and Rules						
I can listen to instructions from my teacher. I can complete a task following those instructions. I can attempt to compete fairly	I can listen to instructions from my teacher. I can complete a task following those instructions. I can attempt to compete fairly.	I can follow and complete instructions. I can apply basic rules whilst playing games. I can compete fairly some of the time.	I can describe the key characteristics of a sport. I can play and accept the rules of a sport most of the time. I can I can compete fairly most of the time.	I can understand new rules in new sports and play competitively	I can understand and umpire/ ref a game in different sports sometimes	I can understand the sports rules and umpire/ ref a game successfully.

PE - Long Term Planning Cycle at Dunnington CofE Primary School

Progression of Skills – Net and Wall

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD - M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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. Pupils should be taught to:

- 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.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Movement						
I can describe how the body feels when still and when exercising.	I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.	I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy.	I can recognise and describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I know some reasons for warming up and cooling down.	I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise	I Understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I understand why exercise is good for health, fitness and wellbeing. I know ways they can become healthier.
Moving						
Experiments with different ways of moving. (Goal 1)	I can bounce and catch a ball with control	I can throw and catch a ball with control	I can move to catch a ball I can sometimes control a ball on my racket when moving	I can move with balance and control when catching a ball/ shuttlecock I can sometimes hit a ball/ shuttlecock when moving	I can move to hit a ball with some balance and control I can hit a ball when moving	I can move with balance and control when hitting a ball/ shuttlecock. I can hit a ball/shuttlecock with control when moving

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill						
Shows increasing control over an object in pushing, patting, throwing, and catching it. Shows a preference for a dominant hand	I can sometimes control a ball on a racket. I can perform a forehand hit and attempt a backhand hit in floor tennis. I can hit a ball with some control	I can move a ball on the floor either side of my body with control I can perform a forehand hit and backhand hit with control and some accuracy on the floor I can hit a ball with control	I can hit a ball using forehand with some control I can hit a ball using backhand with some control	I can hit a ball/ shuttlecock using forehand with control I can hit a ball/ shuttlecock using backhand with control	I can hit a ball using Forehand with control and some accuracy I can hit a ball using backhand with control and some accuracy I can attempt a dig shot in volleyball I can attempt a set shot in volleyball	I can hit a ball/ shuttlecock using forehand with control and accuracy I can hit a ball/ shuttlecock using backhand with control and accuracy I can sometimes hit a shuttlecock using a smash technique I can sometimes hit a shuttlecock using a drop shot technique
Game/ Rally						
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (Goal 5) Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (Goal 6)	I can attempt to rally in a game of floor tennis	I can complete a rally in floor tennis using the forehand and backhand	I can hit a ball into a target I can sometimes rally in mini tennis. I can understand some rules of tennis most of the time	I can hit a shuttle cock into a target I can rally in mini tennis I can sometimes rally in badminton	I can serve underarm in tennis I can attempt to serve overarm in tennis. I can serve and rally in tennis and volleyball	I can serve overarm with some success I can serve backhand in badminton with some success. I can serve and rally in mini tennis and badminton with some control and accuracy.
Compete / Perform						
Control their body when performing a sequence of movements Participate in simple games	Begin to perform learnt skills with some control. Engage in competitive activities and team games.	Perform learnt skills with increasing control. Compete against self and others.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.	Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition.	Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition.
Evaluate						
I can talk about what I have done. I can talk about what others have done.	I can watch and describe performances. I can begin to say how they could improve	I can watch and describe performances, and use what I see to improve my own performance. I can talk about the differences between my work and that of others	I can describe and evaluate the effectiveness of a performance. I can describe how a performance has improved over time	I can watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. I can modify their use of skills or techniques to achieve a better result.	I can choose and use criteria to evaluate own and others' performance. I can explain why I used skills or techniques, and the effect they have had on my performance	I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements

PE - Long Term Planning Cycle at Dunnington CofE Primary School

Progression of Skills – Strike and Field

Early Years Outcomes

The main Early Years Outcomes covered in the Athletics units are:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (PD - M&H 40-60)
- Children show good control and co-ordination in large and small movements. (PD - M&H ELG)
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (PD M&H 40-60)
- Experiments with different ways of moving. (PD M&H 40-60)
- They move confidently in a range of ways, safely negotiating space. (PD M&H ELG)

KS1 National Curriculum Aims

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. Pupils should be taught to:

- 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.

KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Movement						
I can describe how the body feels when still and when exercising.	I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.	I can recognise and describe how the body feels during and after different physical activities. I can explain what they need to stay healthy.	I can recognise and describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down	I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for your health. I know some reasons for warming up and cooling down.	I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise	I Understand the importance of warming up and cooling down. I can carry out warm-ups and cool-downs safely and effectively. I understand why exercise is good for health, fitness and wellbeing. I know ways they can become healthier.
Striking						
To show increasing control in, pushing , patting, rolling, throwing and kicking it	I can hold the bat correctly and hit the ball off a tee with some control.	I can hold the bat correctly and hit the ball off a tee with good control.	I can hold the bat correctly and hit a moving ball some of the time.	I can hold the bat correctly and hit a moving ball with some control.	I can hold the bat correctly and hit a moving ball with good control.	I can hold the bat correctly and hit a moving ball some good control over different distances.
Bowling						
Can attempt to roll a ball at a target	I can bowl the ball underarm towards a target with some control.	I can bowl the ball underarm towards a target with good control.	I can bowl the ball underarm towards a target with good control and some accuracy. I can bowl overarm with some control.	I can bowl the ball underarm towards a target with good control and good accuracy. I can bowl overarm with good control.	I can bowl underarm with good control and good accuracy against a batter. I can bowl underarm hitting the wickets with some success. I can bowl overarm with good control and good accuracy against a batter.	I can bowl underarm with good and good accuracy against a batter. I can bowl underarm hitting wickets with success. I can bowl overarm with good control and good accuracy against a batter. I can bowl overarm hitting the wickets with some success.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Throwing						
Can attempt to throw a ball at a target	I can roll a ball with some control. I can throw a ball underarm with some control. I can throw a ball overarm with some control.	I can roll a ball with good control. I can throw a ball underarm with good control. I can throw a ball overarm with good control.	I can roll with the ball good control and some accuracy. I can throw a ball underarm with good control and some accuracy. I can throw a ball overarm with good control and some accuracy at various heights.	I can roll the ball with good control and good accuracy I can throw a ball underarm with good control and good accuracy. I can throw a ball overarm with good control and good accuracy at various heights.	I can roll the ball with good control and good accuracy over varying distances.	I can roll the ball with good control and good accuracy over varying distances at speed.
Catching						
Can catch a ball	I can stop a ball rolling on the floor with two hands. I can attempt to catch a ball with two hands.	I can stop a ball rolling on the floor with two and sometimes one hand. I can attempt to catch a ball with two hands using cradling	I can stop the ball with rolling with one/two hands and attempt long barrier. I can catch a ball with two hands using cradling some of the time.	I can stop the ball rolling with one/two hands and a long barrier some of the time. I can catch a ball with two hands using cradling most of the time.	I can stop the ball rolling with one/two hands and a long barrier most of the time. I can catch a ball with two hands using cradling with good control.	I can stop the ball rolling with one/two hands and a long barrier at a variety of speeds. I can catch a ball with two hands using cradling with good control whilst moving
Knowledge and Rules						
I can listen to instructions from my teacher. I can complete a task following those instructions. I can attempt to compete fairly	I can listen to instructions from my teacher. I can complete a task following those instructions. I can attempt to compete fairly	I can follow and complete instructions. I can apply basic rules whilst playing games. I can compete fairly some of the time.	I can describe the key characteristics of a sport. I can play and accept the rules of a sport most of the time. I can I can compete fairly most of the time.			