

St Dennis Primary Academy - PE Long Term Plan

"A healthy active lifestyle not only changes your body, it changes your mind, your attitude and your mood for the better."

Sri Sri Ravi Shankar



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Real PE cog	Personal	Social	Cognitive	Creative	Physical	Health and Fitness
Nursery						
	Coordination Activities Static Balance Activities	Dynamic Balance and Ability Activities Static Balance Activities	Exploring Stance Activities	Coordination Activities Ball Skills Activities	Gymnastics Jumping Activities	Dance
Reception						
Indoor	Real PE	Real PE	Real Gym (Unit 1)	Real Dance (Unit 1)	Real PE	Real PE
Early Learning Goals	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate balance and coordination when playing. Move energetically, such as run, jump, hop and skip. Listen attentively and respond to what they hear. Show an ability to follow instructions involving several ideas or actions. Show independence, resilience, and perseverance in the face of challenge.	Negotiate space and obstacles safely. Demonstrate strength, balance and coordination. Move energetically, such as jumping. Listen attentively and respond to what they hear with relevant questions, comments and actions. Participate in small group discussions. Work and play cooperatively with others. Show sensitivity to their own and others' needs.	Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate balance and coordination when playing. Move energetically, such as run, jump, hop and skip. Listen attentively and respond to what they hear. Show an ability to follow instructions involving several ideas or actions. Show independence, resilience, and perseverance in the face of challenge.	Master basic movements and apply these in a range of activities. Engage in cooperative physical activities. Perform dances using simple movement patterns.	Negotiate space and obstacles safely. Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Negotiate space and obstacles safely. Demonstrate strength, balance and coordination. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Show an understanding of their feelings.



Vocabulary	task, safely, gallop, side step, hop, skip, control, directions, sidestep, back, muscles, straight, still, wobble	share, width, take off, jump, balance, seated, touching, control	shape, tuck, star, straight, pike, straddle, bend, apparatus, on top, under, behind, beside, travel, march, slide, obstacles, over, on to, climb, on and off, around, follow, rules	shape, balance, control, standing shapes, floor shapes, still, partner, 'kind touch', music, beat, change, perform, circles, horizontal, vertical, turn, jump, direction	confidently, travel, receive, roll, throw, react, quick	aware, exercise, chase, collect, hold, reach, straight
Lessons	Warm up games Bike adventure Pirate adventure Fundamental Movement Skills Static balance – One leg balance Coordination – Footwork Skills Application I'm riding on my bike Off for a ride Oh! You'll never get to see the sea Popping pirates	Warm up games Moon adventure Fun in the jungle Fundamental Movement Skills Dynamic balance to agility – Jumping and landing Static balance – Seated balance Skills Application I jumped aboard a rocket ship Home planet Five cheeky monkeys Cheeky monkey says	Warm up games At home Jungle trip Fundamental Movement Skills Shape (Floorwork) Shape (Low apparatus) Shape (Large apparatus) Travel (Floor work) Travel (Low apparatus) Travel (Large apparatus) Skills Application Mirror, mirror Sticky body parts Hide and seek Jungle trip sequence Tree hop Jungle trip using apparatus	Warm up games Stuck in the dance Alphabet soup Fundamental Movement Skills Shapes solo Partnering shapes Artistry musicality Circles solo Partnering circles Artistry (Making) Skills Application All the shapes in the world All the shapes, twice as good Feel the rhythm, feel the beat Big circles, big moves Turning together is twice as much fun Show us your best	Warm up games Circus training school Land of the beans Fundamental Movement Skills Coordination – Sending and receiving Agility – Reaction / response Skills Application Bouncing balls Partner juggle RINGO Magic beans	Warm up games The hairy scary woods Little kitties time to play Fundamental Movement Skills Agility – Ball chasing Static balance – Floor work Skills Application Two cheeky squirrels Collecting nuts for winter Hungry, hungry Caspar cat Create a cat
Assessment	Personal – Follow Instructions	Social – Play with Others	Cognitive – Follow Rules	Creative – Observe and Copy	Physical – Move in Different Ways	Health and fitness – Exercise and Good Health

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	Expected - I enjoy working on simple tasks with help. Exceeding - I can follow instructions and practise safely. I can work on simple tasks by myself.	Expected - I can play with others and take turns and share with help. Exceeding - I can work sensibly with others. I can work sensibly with others, taking turns and sharing.	Expected - I can follow simple instructions. Exceeding - I can understand and follow simple rules. I can name some things I am good at.	Expected - I can observe and copy others. Exceeding - I can explore and describe different movements.	Expected - I can move confidently in different ways. Exceeding - I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.	Expected - I am aware of the changes to the way I feel when I exercise. Exceeding - I am aware of why exercise is important for good health.
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Real PE cog	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Year 1						
PE - Indoor	Real Gym (Unit 1) In this unit, the children will learn, develop and apply shapes and travel on the floor and apparatus through focused skill development, thematic warm-ups and games.	Real Dance In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Real PE In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games.	Real PE In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games.	Real Gym (Unit 2) In this unit, the children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games.	Real PE In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, thematic stories and games.
National Curriculum	Master basic movements including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities. Engage in competitive (against self) and cooperative physical activities, in a range of increasingly challenging situations.	Master basic movements and apply these in a range of activities. Engage in cooperative physical activities. Perform dances using simple movement patterns.	Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others. Engage in activities in a range of increasingly challenging situations.	Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others. Engage in activities in a range of increasingly challenging situations.	Master basic movements, including jumping, as well as develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others. Engage in competitive (against self) and cooperative physical activities, in a range of increasingly challenging situations.	Develop balance, agility and coordination, and begin to apply these in a range of activities, individually and with others. Engage in activities in a range of increasingly challenging situations. Engage in competitive (both against self and against others) and cooperative physical activities.
Vocabulary	accurate, stretched, perform, sequence, squeezed tight, supported, in contact, hanging, extend, grip, tiptoes, balls of feet, movement	shape, balance, control, bend, absorb, sequence, respond, beat, demonstrate, opposite, individually, diverse, range, perform, partner,	understand, simple, backwards, heels, shoulder, width	observe, describe, upper body, around, touching, side to side	take-off, landing, balls of feet, linked, alternating, single, range, soft knees, squeeze muscles, single, range, hanging, swing through, single, range,	changes, health, balanced, quickly, in line, shoulders, hips



	pattern, opposite arm and leg, smooth, continuously, sloped, instructions, practise	contact, maintain, balls of the feet, muscles, absorb impact, silk, abstract, watch, rearrange, variety, circles, silk moves			throughout, multiple, peek, extended, maintained	
Lessons	Warm up games At home Jungle Trip Fundamental Movement Skills Shape (Floor work) Shape (Low apparatus) Shape (Large apparatus) Travel (Floorwork) Travel (Low apparatus) Travel (High apparatus) Skills Application Mirror, mirror Shape off Hide and seek Tree hop Jungle trip using apparatus Follow my leader on apparatus	Warm up games Stuck in the dance Dance baby Fundamental Movement Skills Artistry Partnering Circles Shapes Skills Application Give me your dance shape Feel the beat, feel the rhythm With two, dancing is twice as good Turing, jumping, moving Follow the silk Show us your best	Warm up games Train adventure Line out Fundamental Movement Skills Dynamic balance – On a line Static balance – Stance Skills Application Five little puffer trains Puffing along Wobbly bridge Children on a rope Tightrope twins Tightrope sequence	Warm up games Clown's naughty ball Off to the seaside Fundamental Movement Skills Coordination – Ball skills Counter balance – With a partner Skills Application Shoulders, tummy, knees and toes Add a clown move Clown tricks Hold on tight Whacky water sports Seaside sculptures	Warm up games Park life Toy box Fundamental Movement Skills Flight (Floor work) Flight (Low apparatus) Flight (Large apparatus) Skills Application Clapping game 3 jump challenge Apparatus circuit Bean bag rolls Toys alive	Warm up games The hairy, scary woods Little kitties time to play Fundamental Movement Skills Agility – ball chasing Static balance – floor work Skills Application Two cheeky squirrels Squirrel tricks Collecting nuts for winter Hungry, hungry Casper Cat Create a cat Cat capers
Assessment	Personal – Stay on task Emerging – I enjoy working on simple tasks with help. Expected – I can follow instructions, practise	Social – Understand Others Emerging – I can play with others and take turns and share with help. Expected – I can work sensibly with others, taking	Cognitive – Observe and Describe Emerging – I can follow simple instructions. Expected – I can understand and follow simple rules.	Creative – Explore and Describe Emerging – I can observe and copy others, Expected – I can explore and describe different movements.	Physical – Control Movement Emerging – I can move confidently in different ways. Expected – I can perform a small range of skills	Health and Fitness – Exercise and the Body Emerging – I am aware of the changes to the way I feel when I exercise.



	safely and work on simple tasks by myself. Exceeding – I try several times if at first I don't succeed.	turns and sharing. Exceeding – I can help, praise and encourage others in their learning.	I can name some things I am good at. Exceeding – I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance.	Exceeding – I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	and link two movements together. Exceeding – I can perform a sequence of movements with some changes in level, direction or speed.	Expected – I am aware of why exercise is important for good health. Exceeding – I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.
Sport – Outdoor	Handball	Tag Rugby	Hockey	Cricket	Tennis	Athletics (plus practising for Sports Day)
National Curriculum	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.	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.	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.	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.	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.	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.
Vocabulary	aim, ball control, communication, court, space, direction, dribble, goal, speed, movement	attack, belts, catch, defend, pass, run, space, target, throw, try	aim, balance, control, ball control, direction, dribble, movement, react, rules, space, speed, stick	aim, backwards, ball control, bounce, catch, direction, batting, feeder, forwards, free space, grip, movement, rolling, safety, score, space	aim, aiming, balance, ball control, bounce, move, control, experiment, racket, receive, roll, score, send, swing, throw, underarm	aim, balance, coordination, improve, jump, landing, measure, movement, target, teamwork, throw
Lesson Sequence	1. I can send a ball.	1. I can hold and move with a rugby ball.	1. I can move fluently.	1. I can move in different ways.	1. I can move into space.	1. I can move into space. 2. I can throw underarm.

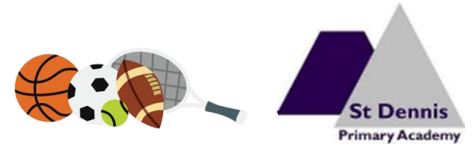


	2. I can move in different 3. I can shoot at a target. 4. I can know how to score. 5. I can move to make it difficult for opponents. 6. I can play safely.	2. I can throw a rugby ball. 3. To catch a rugby ball. 4. I can run with the ball. 5. I can play tag games. 6. I can play simple games following the rules.	2. I can use equipment safely and correctly. 3. I can control a ball with hands. 4. I can hold a hockey stick correctly. 5. I can stop a ball using a hockey stick. 6. I can play games.	2. To catch and stop a ball 3. To strike a ball. 4. I can recognise space. 5. I can follow simple rules of the game. 6. I can try and find ways to win games.	2. I can control my body when moving. 3. I can control the tennis ball with hands. 4. I can track different size balls. 5. I can copy actions. 6. I can hit a ball with hands.	3. I can land safely when jumping. 4. I can run and jump on the balls of your feet. 5. I can throw towards a target. 6. I can play games using throwing accuracy.
Assessment	Declarative – Make simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent. Procedural – Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Shoot successfully at a goal or target. Recognise space in games, using it to your advantage, and playing in a safe way.	Declarative – Understand who the attackers and who the defenders are. Decide when to pass and when to run. Procedural – Throw and catch a rugby ball to themselves and others. Improve movement skills whilst moving with the ball in two hands. Play simple tag rugby games understanding the rules of the game. Learn how to tag.	Declarative – Recognise space in games and use it to your advantage. Describe what you have done or seen others doing. Understand why being active and playing games is good for you. Procedural – Explore different ways to use and move with a ball. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing	Declarative – Apply skills and tactics in simple games, including recognising space and using it to your advantage. Understand why being active and playing games is good for you. Procedural – Move fluently, changing direction and speed. Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.	Declarative – Describe what you see others doing. Understand why being active is good for you. Procedural – Engage in cooperative physical activities. Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball. Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball to receive it. Move fluently, changing direction and speed.	Declarative – Evaluate successful and unsuccessful techniques. Show understanding of the correct running technique. Procedural – Show good teamwork and sportsmanship when taking part in competitive throwing. Develop the overarm throw technique, throwing accurately towards a target. Practise the underarm throw technique, aiming towards a target showing increased control. Show a basic level of control, coordination and consistency when running. Explore and practise a variety of movements

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			direction and speed. Use skills in different ways when playing games.			including running, jumping and throwing techniques. Experiment with different jumping techniques, showing control, coordination and consistency throughout.
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Real PE cog	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Year 2						
PE - Indoor	Real PE In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games.	Real Dance (Unit 1) In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Real PE In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.	Real Gym In this unit, the children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games.	Real PE In this unit, the children will develop and apply their sending and receiving and reaction and response through focused skill development sessions, cooperative and competitive games.	Real Dance In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.
National Curriculum	Master basic movements, including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities. Engage in competitive and cooperative physical activities.	Master basic movements and apply these in a range of activities. Engage in cooperative physical activities. Perform dances using simple movement patterns.	Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others. Engage in competitive and cooperative physical activities.	Master basic movements, including jumping, as well as develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others. Engage in competitive (against self) and cooperative physical activities, in a range of increasingly challenging situations.	Master basic movements including running, jumping, throwing and catching, as well as extending balance, agility and coordination, and begin to apply these in a range of activities, individually and with others. Engage in activities in a range of increasingly challenging situations. Engage in competitive (both against self and against others) and cooperative physical activities.	Master basic movements and apply these in a range of activities. Engage in cooperative physical activities. Perform dances using simple movement patterns.

Vocabulary	several, appropriate, opposite, hopscotch, angle, smooth, dominant, non-standing	core strength, balance, control, travelling, jumping, turning, diverse, creative, 'kind touch', contact, communicate, muscles, tight, balls of feet, absorb impact, demonstrate, softly, sequence, abstract, watch, demonstrate, transitioning, linking, silk moves, partnering, timings	recognise, order, lifting, 90 degrees, low beam, apart	preparation phase, technique, absorb impact, footwork pattern, focus, landing spot, controlled, accurate, fluent, retained, vertical axis, respond, pivoting, spotting, accuracy of shape, compare, select	level, direction, speed, catch, rally, strike, pushing, bounce	core strength, balance, control, travelling, jumping, turning, diverse, creative, 'kind touch', contact, communicate, muscles, tight, balls of feet, absorb impact, demonstrate, softly, sequence, abstract, watch, transitioning, linking, silk moves, partnering, timings
Lessons	Warm up games Rock, paper, scissors Snap, crackle, pop Fundamental Movement Skills Coordination - Footwork Static Balance - One leg Skills Application Lose your shadow Creating footwork Mirror image Mirror challenge Use the force	Warm up games Alphabet soup Follow the leader Fundamental Movement Skills Shapes solo Partnering shapes Circles solo Partnering circles Artistry abstraction Artistry (Making) Skills Application Give your dance a shape Hand in hand we move Round and round Turn me, turn you Silky smooth moves and grooves Time to show your best	Warm up games Race walking Stuck in the mud Fundamental Movement Skills Dynamic balance - On a line Static balance - Stance Skills Application Balance circuit Creating dynamic Balance pathways Balance circuit Below the knee Develop stance combinations Balance sequences	Warm up games Grand prix On the mat Fundamental Movement Skills Co-ordination - Ball skills Counter balance - With a partner Skills Application Getting around us All routes Bounce off Lean away Lean on me Counter balance sequences	Warm up games Continuous throwing relay Ball handling Fundamental Movement Skills Coordination - Sending and receiving Agility - Reaction / response Skills Application Junk yard clear up Removal team Roll/strike tennis Link skills Copy your partner Cooperative challenges	Warm up games Alphabet soup Follow the leader Fundamental Movement Skills Partnering shapes Circles solo Partnering circles Artistry abstraction Artistry (Making) Skills Application Give your dance a shape Hand in hand we move Round and round Turn me, turn you Silky smooth moves and grooves Time to show your best



Assessment	Personal – Keep Trying Emerging – I can follow instructions, practise safely and work on simple tasks by myself. Expected – I try several times if at first I don't succeed and ask for help when appropriate. Exceeding – I know where I am with my learning. I have begun to challenge myself.	Social – Help and Encourage Emerging – I can work sensibly with others, taking turns and sharing. Expected – I can help, praise and encourage others in their learning. Exceeding – I am happy to show and tell others about my ideas.	Cognitive – Understand Performance Emerging – I can understand and follow simple rules. I can name some things I am good at. Expected – I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. Exceeding – I can explain what I am doing well and begun to identify areas for improvement.	Creative – Link Movements Emerging – I can explore and describe different movements. Expected – I can begin to compare my movements and skills with those of others. Exceeding – I can respond differently to a variety of tasks. or music.	Physical – Sequence Movements and Skills Emerging – I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. Expected – I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. Exceeding – I can select and apply a range of skills with good control and consistency.	Health and Fitness – Practise Safely Emerging – I am aware of why exercise is important for good health. Expected – I use equipment appropriately and move and land safely. Exceeding – I can describe how and why my body changes during and after exercise.
Outdoor	Handball	Tag Rugby	Hockey	Cricket	Tennis	Athletics (plus practising for Sports Day)
National Curriculum	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. Participate in team games, developing simple	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	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.	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.	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	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.



	tactics for attacking and defending.	for attacking and defending	Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending.		
Vocabulary	aim, goals, ball, control, skill, technique, underarm, receive, gather	tag, belts, target, pass, catch, space, attack, run, trick, defend, try, target, dodge, teamwork	rules, score, teamwork, shoot, target, passing, dribbling, push pass, space, send and receive, roll, hockey stick, goal, direction, attack and defend	batting, fielding, striking, grip, long barrier, teamwork, catching, wickets, bat, ball, aim, feeder, fielder, underarm, striking	racket, balance, ball, control, opposition, swing, score, positioning, movement, aiming, accuracy, rolling, send, throw, bounce, competition, underarm, ready position, bounce, feed, receive, cooperate	challenge, running, landing, aim, coordination, movement, balance, teamwork, relay, improve, target, speed
Lesson Sequence	1. I can move into space with a ball. 2. I can bounce, roll, and carry a ball. 3. I can throw and catch a ball with others. 4. I can shoot accurately at a target. 5. I can move towards a goal to defend it. 6. I can compete against others trying to score.	1. I can hold and move with a rugby ball 2. I can pass the ball pointing the nose of the ball. 3. I can pass accurately to a partner. 4. I can defend by tagging. 5. I can get past a defender. 6. I can try to score goals by getting past opponents.	1. I can move into space showing awareness of others. 2. I can move with control. 3. I can pass/receive a ball with control. 4. I can dribble a ball using a hockey stick. 5. I can move towards a goal to defend it. 6. I can compete against others trying to score.	1. I can move confidently. 2. I can use an underarm throwing technique. 3. I can choose simple tactics in game. 4. I can move into space. 5. I can strike a ball into space. 6. I can compete with others.	1. I can change direction when moving. 2. I can control my body and equipment. 3. I can catch a ball and a tennis ball. 4. I can run and jump on the balls of my feet. 5. I can hit a ball with hands and racket. 6. I can compete against myself and others.	1. I can run with control. 2. I can control my body and equipment when throwing. 3. I can run with the correct arm technique. 4. I can run and jump on the balls of my feet. 5. I can show a correct pull throw technique. 6. I can compete against myself.
Assessment	Declarative - Begin to understand some rules of the game. Procedural - Perform a	Declarative - Begin to understand and develop correct technique of passing the ball. Develop	Declarative - Understand and follow the rules of the game. Watch and describe a	Declarative - React to situations in ways that make it difficult for opponents, applying simple	Declarative - Understand and follow the rules of the game. Watch and describe a performance	Declarative - Understand the variety of correct running techniques. Develop the distance running

	range of actions with control of the ball, including throwing, catching, gathering, keeping possession, and throwing in different ways (fast, slow, high, low). Know and show how to defend between ball and target. Decide when and where to run, showing good awareness of others. Choose and use simple tactics to suit different situations and apply these in small-sided games. Copy actions and ideas to improve your skills.	understanding of tag rugby and participate in small games. Use simple tactics in game situations. Procedural – Develop control and accuracy when throwing and catching a rugby ball. Successfully beat a defender. Begin tagging players in game situations.	performance accurately. Recognise what is successful. Understand and describe changes to your heart rate when playing a game. Procedural – Perform a range of skills with control of the ball. Pass a ball with control and increasing accuracy and consistency. Develop fundamental movement skills, becoming increasingly confident and competent, moving fluently, changing direction and speed – with and without a ball. Choose and use simple tactics to suit different situations in small-sided games. React to situations in ways that make it difficult for opponents	tactics like hitting the ball into space to help score more points. Begin to understand the importance of preparing safely for exercise – warming up. Recognise what is successful. Procedural – Show good awareness of others when playing games. Develop fundamental movement skills, becoming increasingly confident and competent. Perform a range of actions with control including catching, gathering, and hitting a ball with increasing accuracy. Throw/hit a ball in different ways e.g. high, low, fast, slow	accurately. Use actions and ideas you have seen to improve your own skills. Begin to understand the importance of preparing safely and carefully for exercise – warming up Procedural – Engage in cooperative and competitive physical activities (both against self and against others). Use and move with a tennis racket with control. Perform a range of actions including catching/ gathering skills and sending/passing with control and throw/ hit a ball in different ways e.g. high, low, fast, slow. Choose and use skills and simple tactics to suit different situations – showing good awareness of others	technique, understanding the difference between sprinting, and running over longer distances. Begin to evaluate and improve own performance. Procedural – Explore and practise a variety of athletic movements and apply athletic skills and techniques to a variety of activities. Develop coordination and balance whilst exploring different running, jumping, and throwing techniques. Begin to show control, coordination, and consistency when running at speed. Develop a range of jumping techniques. Develop the underarm and pull throw technique.
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Real PE cog	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Year 3/4						
Indoor	Real Dance In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Real Gym (Unit 1) In this unit, the children will learn, develop and apply balance and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.	Real PE In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges	Real PE In this unit, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.	Real Gym (Unit 2) In this unit, the children will learn, develop and apply flight and travel on the floor, with hand apparatus and on apparatus through focused skill development, sequence creation and games.	Real PE In this unit, the children will develop and apply their ball chasing and balance through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.
National Curriculum	Apply and develop a broad range of skills and link them to make actions and sequences of movements. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	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. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	Develop and apply control and balance in different ways. Enjoy communicating, collaborating and competing with each other. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	Use throwing and catching in isolation and in combination and develop and apply control and balance in different ways. Learn how to use skills in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Compare their performance with	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. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate	Develop and apply control and balance in different ways. Learn how to use skills in different ways and to link them to make actions and sequences of movement. Enjoy communicating, collaborating and competing with each other. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



		Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.		previous ones and demonstrate improvement to achieve their personal best	and recognise their own success. Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	
Vocabulary	travelling, jumping, turning, absorb impact, balls of feet, compose, demonstrate, smooth, flowing, transitions, extreme contrast, fluent, combine, communicate, direct contact, soft contact, supporting, unison, mirroring, canon, variety, jumper, lifter, perform	linked, plank, counterbalance, contrasting, complementary, flow, base, simultaneously, one motion, in constant motion, rhythm, formation, randomly, modify, carefully, cooperate	improvement, angle, fluidly, attacking, defending, complete, increasing	recognise, similarities, differences, alternately, focused, vary, communicate, counterbalance	in combination, collaborative, exchange, navigate, core muscles, repeatable, coordination, aspect, active balance, perform, consistency	describe, explain, stable, force, receiving
Lessons	Warm up games Follow the leader All change Fundamental Movement Skills Shapes solo Circles solo Partnering shapes Partnering (lifts) Partnering circles	Warm up games Shape up Bounce in time Fundamental Movement Skills Balance (Partner work) Rotation (Floor work) Rotation (Hand apparatus) Skills Application	Warm up games All change To bank or not to bank Fundamental Movement Skills Dynamic balance Coordination – Ball skills Skills Application Mirror/match/contrast	Warm up games Like clockwork Team juggling Fundamental Movement Skills Coordination – Sending and receiving Counter balance Skills Application Send and receive circuits	Warm up games Skipping Stepping stones Fundamental Movement Skills Flight (floor work) Flight (Hand apparatus) Travel (Floor work) Travel (Low apparatus) Travel (Large apparatus)	Warm up games Inside out Rock, paper, scissors Fundamental Movement Skills Agility – Ball chasing Static balance – Balance Skills Application Team strategy challenges Keep away v intercept



	Artistry (making) Skills Application Give your dance a shape Young creators Partners in creation Lift to the skies Lords of the rings Creative mania	Introduction to partner balance Reaching out Acrobatic sequences Beanbag rolls Jump, rotate, balance	Taking giant strides	Supporting weight	Skills Application Rope tricks Pass it on Rhythmic sequences Apparatus circuit Chance choreography	
Assessment	Personal – Accept Challenge Emerging – I try several times if, at first, I don't succeed and I ask for help when appropriate. Expected – I know where I am with my learning and have begun to challenge myself. Exceeding – I cope well and react positively when things become difficult.	Social – Support Others Emerging – I can help, praise and encourage others in their learning. Expected – I am happy to show and tell others about my ideas. Exceeding – I help organise roles and responsibilities.	Cognitive – Identify Areas to Improve Emerging – I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. Expected – I can explain what I'm doing well. I can explain what I am doing well and I have begun to identify areas for improvement. Exceeding – I can understand ways (criteria) to judge performance. I can use awareness of space/others to make good decisions.	Creative – Recognise and Respond Emerging – I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. Expected – I can make up my own rules and versions of activities. I can recognise similarities and differences in movements and expression. Exceeding – I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make	Physical – Select and apply Emerging – I can perform a sequence of movements with some changes in level, direction or speed. Expected – I can select and apply a range of skills with good control and consistency. Exceeding – I can perform a variety of movements and skills with good body tension.	Health and fitness – Prepare for Activity Emerging – I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. Expected – I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. Exceeding – I can record and monitor how hard I am working. I can describe the basic fitness components.

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				activities more fun or more challenging.		
Outdoor	Handball	Tag Rugby	Hockey	Cricket	Tennis	Athletics (plus practising for Sports Day)
National Curriculum	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing, and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Vocabulary	intercept, accuracy, attack, defend, technique, score, possession, set, support, cover, mark, stamina, teamwork, power	avoid, tag, backwards, cover, pass, share, accuracy, target, defend, mark, agility, pocket pass, attack, dummy, speed	communicate, cooperation, defence, marking, possession, power, strike, support, tackle, opposition, avoiding, recover, react, attack, defend, first touch	fielding, fielder, wickets, communication, striking, teamwork, underarm, wicket keeper, skill, technique, points, swing, tournament, compare, evaluate, discuss, free space	swing, aim, cooperative play, movement, partner, direction, send, position, court target, power, accuracy, direction, free space, control, in line, racket	develop, distance, accelerate, personal best, co-ordination, movement, push / pull, pace, exchange, timing, communication, triple jump
Lesson Sequence	1. I can pass a ball in different ways. 2. I can move to receive the ball.	1. I can pass and catch on the move.	1. I can collaborate with others in team games.	1. I can run, jump and catch in combination.	1. I can watch, track, and catch a tennis ball successfully.	1. I can throw an object using both a pushing and pulling technique.



	3. I can pass the ball whilst moving. 4. I can dribble when under pressure. 5. I can use tactics to make it difficult for opponents. 6. I can use tactics in games to keep the ball.	2. I can keep in a horizontal line with others when running. 3. I can pass the ball backwards. 4. I can apply simple attacking tactics. 5. I can apply simple defending tactics. 6. I can play games against others working as a team.	2. I can use a push pass accurately. 3. I can get in a low position when dribbling and/or passing. 4. I can dribble a ball whilst changing direction. 5. I can use a slap pass. 6. I can employ simple tactics in games.	2. I can catch a ball with good control. 3. I can understand the rules of cricket. 4. Hit a ball towards a target. 5. I can use space when fielding to make it difficult for opponents. 6. I can participate in modified competitive games, showing good teamwork	2. I can move effectively to get in a good position. 3. I can perform a basic forehand action with increasing accuracy. 4. I can perform a basic backhand shot with increasing accuracy. 5. I can a tennis ball into space (at different speeds and heights) to try beat an opponent. 6. I can keep a rally going using a range of shots.	2. I can combine different types of jumping. 3. I can run for distance. 4. I can run in races of varied distances. 5. I can take part in athletic events. 6. I can perform competitively with others.
Assessment	Declarative – Know the rules of the game. Develop the understanding of the importance of speed and stamina when playing invasion games. Procedural – Get into good positions to pass and receive the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and	Declarative – To begin to understand the rules of tag rugby. Procedural – Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass in rugby, catching successfully and improving skills whilst on the move. Move forward to attack as part of a team – running in a line. To work as part	Declarative – Explain simple tactics in game situations. Recognise what you do well and what you find difficult. Understand the link between heart rate and breathing when exercising. Devise suitable warm up activities for the upcoming activity Procedural – Move the ball keeping it under control whilst changing	Declarative – Explain the tactics you have used in games. Communicate, collaborate, and compete with others, following the rules of the game. Recognise what you do well and what you find difficult and explain good performances. Chose fielding skills which make it difficult for your opponent. Procedural – Show control, coordination and	Declarative – Recognise and explain good performances and learn how to recognise and evaluate your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. Procedural – Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a	Declarative – Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. Learn how to evaluate and recognise their own success. Devise suitable warm-up activities for the upcoming activities. Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.



	consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.	of a team when defending, keeping in a line, and spreading out. Successfully score a try. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.	direction. Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.	consistency when throwing and catching a ball. Hit a ball with increasing control from a tee and progress to without a tee. Take up spaces/positions that make it difficult for the opposition.	target. Perform a basic forehand action with control and accuracy. Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. Begin to apply basic movements in a range of activities and in combination. Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots.	Procedural – Combine basic jump actions to form a jump combination, using a controlled jumping technique. Perform a throwing technique with control, coordination, and consistency. Perform competitively with others.
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Real PE cog	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Year 4/5						
Indoor	Real Gym (Unit 1) In this unit, the children will learn, develop and apply all gym skills on the floor, with hand apparatus and on low apparatus through focused skill development, sequence creation and games.	Real Dance In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Real PE In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Real Gym (Unit 2) In this unit, the children will learn, develop and apply flight and travel on the floor, with hand apparatus and on apparatus through focused skill development, sequence creation and games.	Real PE In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Real PE In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.
National Curriculum	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. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	Apply and develop a broad range of skills and link them to make actions and sequences of movements. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	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. Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing and catching in isolation and in combination. Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.



	Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.			Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.		
Vocabulary	in isolation, coils, replicating, rhythmic, synchronised, canon, void, persevere, transferable skills, regular	graceful, smooth, sequence, repeat, reverse, diverse, control, exact, transitions, tighten, range, demonstrate, move like silk, linking, melody, express, musical phrase, replicate, opposite, ensure, security, executing, supporting, confidence, inspiration, execute, fluid	criteria, force, various, judge, awareness, increase, zigzag	in combination, collaborative, exchange, navigate, core muscles, repeatable, coordination, aspect, active balance, versions, tempo	flow, link actions, consistency, vigorous, base of support, stability	fitness, components, identify, cross over, circuit, opposite, long barrier
Lessons	Warm up games Continuous throwing relay Continuous relay Fundamental Movement Skills Hand apparatus Low apparatus Skills Application Ball tricks Rhythmic sequences Apparatus circuit	Warm up games Dance battles Follow the leader Fundamental Movement Skills Shapes solo Circles solo Artistry abstraction Artistry musicality Partnering (lifts) Artistry (Making) Skills Application	Warm up games Hi Baby! Pass it on Fundamental Movement Skills Static balance – Stance Coordination – Footwork	Warm up games Skipping Stepping stones Fundamental Movement Skills Flight (Floor work) Flight (Hand apparatus) Travel (Floor work) Travel (Low apparatus) Travel (Large apparatus) Skills Application Rope tricks	Warm up games Continuous throwing relay Ball champs Fundamental Movement Skills Dynamic balance to agility – Jumping and landing Static balance – One leg balance	Warm up games Team juggling Inside out Fundamental Movement Skills Coordination – Sending and receiving Agility – Ball chasing



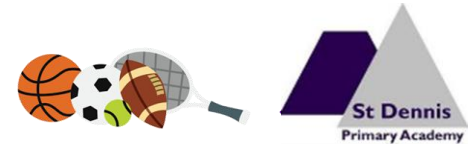
	Bench sequences	Making it happen Get turning Make the silk Feel the music Flying and leaning Epic performance		Pass it on Rhythmic sequences Apparatus circuit Chance choreography		
Assessment	Personal - React Positively to Challenge Emerging - I can persevere with a task and improve my performance through regular practice. Expected - I see all new challenges as opportunities to learn and develop. Exceeding - I can accept critical feedback and make changes.	Social - Provide Helpful Feedback Emerging - I help organise roles and responsibilities. Expected - I can negotiate and collaborate appropriately in creating and performing my dance. Exceeding - I can work with others and motivate those around me to make dance and perform better.	Cognitive - Judge Performance Emerging - I can explain what I am doing well. I have begun to identify areas for improvement. Expected - I can understand ways (criteria) to judge performance. Exceeding - I can suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents.	Creative - Recognise and Respond Emerging - I can begin to compare my movements and skills with those of others. Expected - I can make up my own rules and versions of activities. Exceeding - I can link actions and develop sequences of movements that express my own ideas.	Physical - Combining Skills in Specific Contexts Emerging - I can perform and repeat sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Expected - I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. Exceeding - I can use combinations of skills confidently in specific contexts. I can perform a range of skills fluently and accurately.	Health and Fitness - Describe Basic Fitness Components Emerging - I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. Expected - I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. Exceeding - I can identify possible dangers when planning an activity.
Outdoor	Handball	Tag Rugby	Hockey	Cricket	Tennis	Athletics (plus practising for Sports Day)
National Curriculum	Use running, jumping, throwing, and catching	Use running, jumping, throwing, and catching in	Use running, jumping, throwing, and catching	Use running, jumping, throwing, and catching	Use running, jumping, throwing, and catching in	Use running, jumping, throwing, and catching in



	in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Vocabulary	decision-making, evade, evaluate, overhead, track, mark, possession, communicate, loop, technique	ready position, tag, stance, speed, attack / defend, agility, mark, dodge	Indian dribble, close, cover, mark, block, slap pass, decision making, possession, principles, evaluate, watch, explore	wickets, wicket keeper, positions, outfield, skill, crease, technique, awareness, forward defence, tactics, fast bowl	court target, backhand rally, power, service, cooperative, competitive follow through, respond, decision making, teamwork, doubles, feedback, position	Pace, personal best, push / pull, discus, record, timer, run up, Olympics
Lesson Sequence	1. I can pass/ send a ball whilst on the move. 2. I can shoot with accuracy. 3. I can pass the ball over different distances whilst moving. 4. I can choose positions to help when attacking.	1. I can travel and dodge at speed with the ball. 2. I can mark and tackle in game situations. 3. I can attack in opposed situations. 4. I can understand the rules of a rugby game. 5. I can move forward to attack as a team.	1. I can confidently pass accurately. 2. I can choose when to dribble, when to pass and when to shoot. 3. I can defend in a team. 4. I can compete in small sided games.	1. I can throw and bowl in different ways. 2. I can play a drive shot successfully. 3. I can play a block shot when appropriate. 4. I can stop a ball when fielding. 5. I can choose effective positions when fielding.	1. I can demonstrate a good ready position and fast paced movements. 2. I can vary shot selection – speed, height, direction. 3. I can play shots on the forehand and backhand side of the body.	1. I can combine running and jumping. 2. I can combine running and throwing. 3. I can compete in short distance races. 4. I can compete in long distance races. 5. I can practise to combine different types of jump.



	5. I can move with speed and purpose. 6. I can play modified games against others.	6. I can defend in a line as a team.	5. I can mark a player to stop them getting the ball. 6. I can decide on ways to defend in games.	6. I can participate in team games against others.	4. I can use a variety of different shots, and serves, hitting with increasing consistency. 5. To employ some tactics in games. 6. To participate in a successful rally.	6. I can throw in different ways with accuracy and control.
Assessment	Declarative – Know when to pass and when to dribble or travel with the ball. Explain how your body reacts and feels when you play games. Understand how the muscles work – work by getting shorter, relax by getting longer Procedural – Perform skills, such as passing and shooting with accuracy, control, and confidence. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball. Find ways to get the ball towards your opponent’s goal.	Declarative – Begin to understand the importance of lines in tag rugby – both for attack and defence. Use simple tactics in games to achieve success as a team. Understand the defensive duties in tag rugby and the process of tagging. Procedural – Increase accuracy and control whilst moving at speed. Participate in competitive games, following the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low.	Declarative – Choose different formations to suit the needs of the game. Learn how to evaluate and recognise success. Understand the importance of being physically fit. Procedural – Participate in competitive games, modified where appropriate. Work effectively as part of a team. Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Keep possession of	Declarative – Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding). Watch and evaluate the success of games and good performance. Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity. Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles. Procedural – Develop control and technique whilst performing skills at	Declarative – Identify spaces and understand the tactic of hitting into gaps. Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why. Procedural – Hit the ball with purpose. Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent’s court or target area. Participate in competitive games, modified where appropriate. Use good footwork that allows the ball to be hit with good	Declarative – Choose the appropriate speed to run at for the distance to be covered. Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles. Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit. Explain how their body reacts and feels when taking part in different activities and undertaking different roles and understanding how this effects the muscles. Procedural – Run, jump, catch, and throw in isolation and combination. Combine and perform skills



			the ball when faced with opponents Apply basic principles for defending – Defend by marking, covering and tracking opponents as appropriate.	speed and showing good awareness of others in game situations. Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. Work as part of a team, adapting games and activities making sure everyone has a role to play	technique. Adopt a good ready position and show good position on court.	with control. Communicate, collaborate, and compete with others. Working effectively as part of a team. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment
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Real PE cog	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Year 6						
Indoor	Real PE In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Real PE In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Real Dance In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	Real PE In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Real PE In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.	Real PE In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.
National Curriculum	Enjoy competing with each other and develop an understanding of how to improve in an activity. Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Apply and develop a broad range of skills and link them to make actions and sequences of movements. Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing and catching in isolation and in combination. Enjoy communicating, collaborating and competing with each other and develop an understanding of how to improve in an activity. Develop strength, control and balance, and technique. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Vocabulary	performance, recognise, figure of 8, alternate, consistently, gradually, extend, react, acceleration	guide, motivate, negotiate, lunge, driving, coordinated, counterbalance	graceful, smooth, sequence, repeat, reverse, diverse, control, exact, transitions, tighten, range, demonstrate, move like silk, linking, melody, express, musical phrase, replicate, opposite, ensure, security, executing, supporting, confidence, inspiration, execute, fluid	imaginatively, adapt, adjust, centre of gravity, reach, rotating, transfer	combinations, accurately, sport specific, vertical stance, momentum, uneven	record, monitor, self-select, repeatable, accuracy, peripheral vision, reverse pivot
Lessons	Warm up games All change Gate masters Fundamental Movement Skills Coordination – Ball skills Agility – Reaction / response Skills Application Game – Tag Netball Competition – Round Robins	Warm up games Shape up! Shadow play Fundamental Movement Skills Dynamic balance Counter balance	Warm up games Dance battles Follow the leader Fundamental Movement Skills Shapes solo Circles solo Artistry abstraction Artistry musicality Partnering (Lifts) Artistry (Making) Skills Application Making it happen Get turning Make like silk Feel the music Flying and leaning Epic performance	Warm up games Like clockwork Balance dice frenzy Fundamental Movement Skills Static balance – Floor work Static balance – Seated balance	Warm up games Continuous throwing relay Ball champs Fundamental Movement Skills Dynamic balance to agility – Jumping and landing Static balance – One leg balance	Warm up games Team juggling Inside out Fundamental Movement Skills Coordination – Sending and receiving Agility – Ball chasing

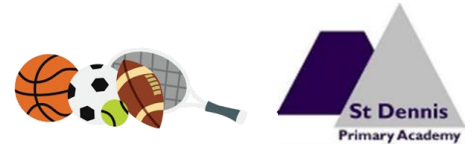


Assessment	Personal – Constantly try to improve Emerging – I know where I am with my learning and I have begun to challenge myself. Expected – I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice. Exceeding – I recognise my strengths and weaknesses and can set myself appropriate targets. I can accept critical feedback and make changes.	Social – Organise and Guide Others Emerging – I show patience and support others, listening carefully to them about our work. Expected – I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and can guide a small group through a task. I can involve others and motivate those around me to perform better. Exceeding – I can negotiate and collaborate appropriately.	Cognitive – Judge Performance Emerging – I can understand ways to judge performance. Expected – I have a clear understanding of how to develop my own and others' work. Exceeding – I review, analyse and evaluate my own and others' strengths and weaknesses.	Creative – Adapt/Change Activities Emerging – I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music. Expected – I can change tactics, rules or tasks to make activities more fun or more challenging. Exceeding – I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different to others.	Physical – Link Actions to Flow Emerging – I can perform and repeat sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. Expected – I can link actions together so that they flow. I can perform a range of skills fluently and accurately. Exceeding – I can perform a variety of movements and skills with good body tension. I can use combinations of skills confidently in specific contexts.	Health and Fitness – Emerging – I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. Expected – I can describe the basic fitness components. I can record and monitor how hard I am working. Exceeding – I can self-select and perform appropriate warm-up and cool down activities.
Outdoor	Handball	Tag Rugby	Hockey	Cricket	Tennis	Athletics (plus practising for Sports Day)
National Curriculum	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable	Use running, jumping, throwing, and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable	Use running, jumping, throwing, and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



	for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
Vocabulary	block, distance, dummy, fitness, improve, perform, evaluate, feedback health, recover, assist, overhead	communicate, effective, accuracy, mark/track, attack, defend, tactics, dummy	Indian dribble, close down, cover, track, block, slap pass, decision making, possession, principles, evaluate, discuss, explore	wicket keeper, crease, outfield, fast bowl, technique, quality, run up, tournament, awareness, bowling, tactics, straight drive, block, bowled out	strategy, defence, attack, height, travel, positioning, on court, react, singles, service, backswing, overhead, selection, respond, evaluate	Evaluate, feedback, power, cooperate, fling, Olympics, run up, compare
Lesson Sequence	- I can pass/ send a ball whilst moving at speed. - I can shoot whilst under pressure. - I can pass and shoot the ball over different distances whilst moving at speed. - I can decide on ways to attack during games. - I can decide on ways to defend during games.	- I can run and pass at speed. - I can dodge and fake passes when running with the ball. - I can catch the ball whilst under pressure. - I can watch and evaluate the professional game. - I can decide on ways to attack when playing games. - I can decide on the best ways to defend in games.	- I can pass the ball to keep possession in game situations. - I can dribble the ball whilst under pressure. - I can apply defending principles in games. - I can compete in games. - I can apply attacking principles in games. - I can understand positions and roles	- I can retrieve, catch, intercept, and stop a ball when fielding. - I can play shots that allow the ball to be hit to different areas of the field into spaces. - I can bowl overarm. - I can use skills and tactics to outwit opponents when fielding. - I can use skills and tactics to outwit opponents when batting.	- I can know and describe the correct grip and stance when holding a racket. - I can adopt a good ready position & move with purpose. - I can play shots overhead and on the forehand and backhand side of the body. - I can hit the ball accurately and with control whilst moving at a quick pace.	- I can use a run up when jumping. - I can use the correct combination of jumps to complete the triple jump. - I can run with control and purpose over varied distances. - I can throw an object by overarm, underarm, pulling, pushing and slinging. - I can use a run up when throwing.

	6. I can play handball games against others.		of individuals in team games.	6. I can participate in competitive games.	5. I can employ tactics in games. 6. I can participate in games following the rules and scoring correctly	6. I can practise to improve throwing distance.
Assessment	Declarative – Understand there are different ways to defend. Understand there are different ways to attack as a team. Know how handball helps your fitness and health. Know what makes a good warm down e.g. it calms the body, prevents stiffness, settles the mind. Procedural – Develop control whilst performing skills at speed. Combine and perform skills with control, adapting them to meet the needs of the situation. Choose and apply a range of tactics and strategies when both attacking and defending.	Declarative – To understand the rules of the game and participate in full games. Understand the importance of keeping in a line in both attacking and defending plays. Procedural – Incorporate the rules of the game into small sided games like passing backwards. To pass and catch the ball whilst running at different speeds. Keep control of the ball when running and passing, ensuring passing is accurate. Carefully consider the best way to score a try and win the game, remembering to find and use space when running. Successfully remove tags in accordance with the rules	Declarative – Identify and evaluate parts of your own game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle. Understand how muscles work. • Adapt games and activities making sure everyone has a role to play. • Create short warm up routines that follow basic principles e.g. raises body temperature, mobilise joints muscles. Procedural – Develop control whilst performing skills at speed. Apply the attacking and defending principles in game situations. Use different skills to keep possession	Declarative – Learn how to evaluate and recognise your own success and areas for improvement. Develop an understanding of how to improve in different physical activities and sports. Procedural – Perform skills, including retrieve, intercept and stop a ball, with accuracy, confidence, and control. Bowl using an overarm technique, beginning to vary speed and length of delivery. Use skills and tactics to outwit opponents when fielding, bowling, and batting. Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve	Declarative – Explain how your body reacts and feels when taking part in different activities and undertaking different roles. Evaluate your own success and areas of improvement, as well as others. Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles. Procedural – Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent’s court or target area. Perform skills such as forehand and backhand shots with control and confidence. Apply the principles of attacking. Participate in competitive	Declarative – Understand appropriate pace judgement for the running distance to be covered. Understand the appropriate throwing and jumping technique to achieve maximum distance and height. Share and discuss athletic techniques with others. Compare their performance with previous ones and demonstrate improvement to achieve their personal best. Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles. Procedural – Select and apply skills that meet the needs of the situation, combining and performing each skill with control at



			of a ball as part of a team. Change speed and direction to get away from a defender. Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.	bowlers and fielders working together.	games, modified where appropriate. Adopt a good ready position and show good position on court.	speed. Work effectively as part of a team. Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.
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