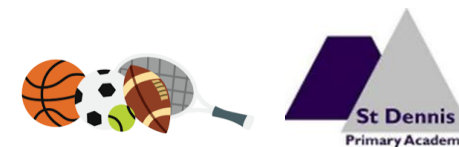


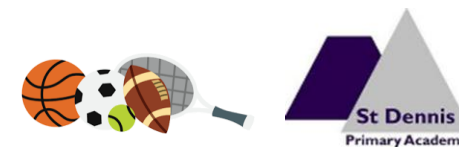
St Dennis Primary Academy – PE Long Term Plan

"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,	share, width, take off, jump, balance, seated, touching, control	shape, tuck, star, straight, pike, straddle, bend, apparatus, on top,	shape, balance, control, standing shapes, floor shapes, still, partner,	confidently, travel, receive, roll, throw, react, quick	aware, exercise, chase, collect, hold, reach, straight



	muscles, straight, still, wobble		under, behind, beside, travel, march, slide, obstacles, over, on to, climb, on and off, around, follow, rules	'kind touch', music, beat, change, perform, circles, horizontal, vertical, turn, jump, direction		
Lessons	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Assessment	<p>Personal – Follow Instructions Expected – I enjoy working on simple tasks with help.</p>	<p>Social – Play with Others Expected – I can play with others and take turns and share with help. Exceeding – I can work sensibly with others.</p>	<p>Cognitive – Follow Rules Expected – I can follow simple instructions. Exceeding – I can understand and follow simple rules.</p>	<p>Creative – Observe and Copy Expected – I can observe and copy others.</p>	<p>Physical – Move in Different Ways Expected – I can move confidently in different ways.</p>	<p>Health and fitness – Exercise and Good Health Expected – I am aware of the changes to the way I feel when I exercise.</p>

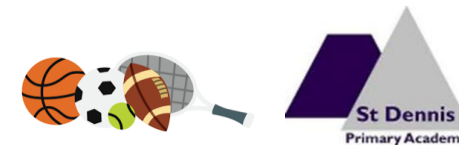
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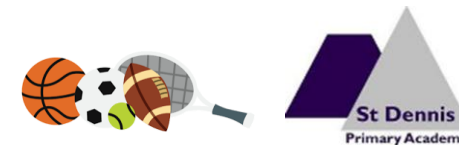
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	<p>Exceeding - I can follow instructions and practise safely. I can work on simple tasks by myself.</p>	<p>I can work sensibly with others, taking turns and sharing.</p>	<p>I can name some things I am good at.</p>	<p>Exceeding - I can explore and describe different movements.</p>	<p>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.</p>	<p>Exceeding - I am aware of why exercise is important for good health.</p>
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Real PE cog	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Personal	Social	Cognitive	Creative	Physical	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 pattern, opposite arm	shape, balance, control, bend, absorb, sequence, respond, beat, demonstrate, opposite, individually, diverse, range, perform, partner, contact, maintain, balls of	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, throughout, multiple,	changes, health, balanced, quickly, in line, shoulders, hips



	and leg, smooth, continuously, sloped, instructions, practise	the feet, muscles, absorb impact, silk, abstract, watch, rearrange, variety, circles, silk moves			peek, extended, maintained	
Lessons	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
Assessment	<p>Personal – Stay on task Emerging – I enjoy working on simple tasks with help. Expected – I can follow instructions, practise safely and work on simple tasks by myself.</p>	<p>Social – Understand Others Emerging – I can play with others and take turns and share with help. Expected – I can work sensibly with others, taking turns and sharing. Exceeding – I can help,</p>	<p>Cognitive – Observe and Describe Emerging – I can follow simple instructions. Expected – I can understand and follow simple rules. I can name some things I am good at.</p>	<p>Creative – Explore and Describe Emerging – I can observe and copy others, Expected – I can explore and describe different movements. Exceeding – I can select and link movements</p>	<p>Physical – Control Movement Emerging – I can move confidently in different ways. Expected – I can perform a small range of skills and link two movements together.</p>	<p>Health and Fitness – Exercise and the Body Emerging – I am aware of the changes to the way I feel when I exercise. Expected – I am aware of why exercise is important for good health. Exceeding – I can say how</p>



	Exceeding – I try several times if at first I don't succeed.	praise and encourage others in their learning.	Exceeding – I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance.	together to fit a theme. I can begin to compare my movements and skills with those of others.	Exceeding – I can perform a sequence of movements with some changes in level, direction or speed.	my body feels before, during and after exercise. I use equipment appropriately and move and land safely.
Sport - Outdoor	Football	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	ball control, control, coordination, direction, dribble, movement, partner, rules, space	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	<ol style="list-style-type: none"> I can move into space. I can move with and without a ball. I can roll, kick, and 	<ol style="list-style-type: none"> I can hold and move with a rugby ball. I can throw a rugby ball. To catch a rugby 	<ol style="list-style-type: none"> I can move fluently. I can use equipment safely and correctly. I can control a ball 	<ol style="list-style-type: none"> I can move in different ways. To catch and stop a ball To strike a ball. 	<ol style="list-style-type: none"> I can move into space. I can control my body when moving. 	<ol style="list-style-type: none"> I can move into space. I can throw underarm. I can land safely when jumping. I can run and jump on

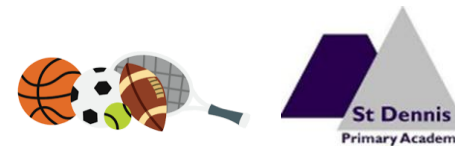


	<p>carry a ball.</p> <p>4. I can stop a ball.</p> <p>5. I can change direction when moving.</p> <p>6. I can apply skills in games.</p>	<p>ball.</p> <p>4. I can run with the ball.</p> <p>5. I can play tag games.</p> <p>6. I can play simple games following the rules.</p>	<p>with hands.</p> <p>4. I can hold a hockey stick correctly.</p> <p>5. I can stop a ball using a hockey stick.</p> <p>6. I can play games.</p>	<p>4. I can recognise space.</p> <p>5. I can follow simple rules of the game.</p> <p>6. I can try and find ways to win games.</p>	<p>3. I can control the tennis ball with hands.</p> <p>4. I can track different size balls.</p> <p>5. I can copy actions.</p> <p>6. I can hit a ball with hands.</p>	<p>the balls of your feet.</p> <p>5. I can throw towards a target.</p> <p>6. I can play games using throwing accuracy.</p>
<p>Assessment</p>	<p>Declarative – Describe what you have done, or seen others doing. Describe what it feels like to breath quickly during exercise.</p> <p>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. Move fluently, changing direction and speed. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage.</p>	<p>Declarative - Understand who the attackers and who the defenders are. Decide when to pass and when to run.</p> <p>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.</p>	<p>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.</p> <p>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 direction and speed. Use skills in different ways when playing games.</p>	<p>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.</p> <p>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.</p>	<p>Declarative – Describe what you see others doing. Understand why being active is good for you.</p> <p>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.</p>	<p>Declarative – Evaluate successful and unsuccessful techniques. Show understanding of the correct running technique.</p> <p>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 including running, jumping and throwing techniques. Experiment with different jumping techniques, showing</p>

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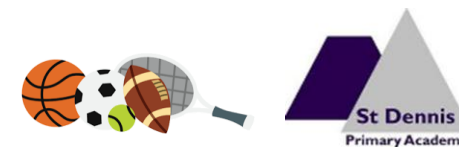
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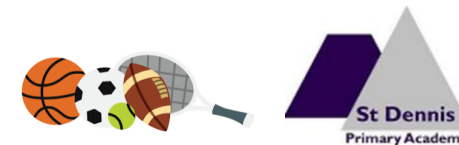
						control, coordination and consistency throughout.
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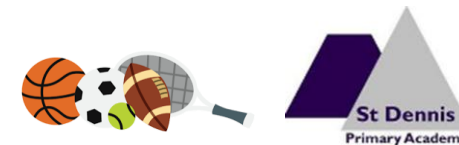
Real PE cog	Autumn 1 <i>Personal</i>	Autumn 2 <i>Social</i>	Spring 1 <i>Cognitive</i>	Spring 2 <i>Creative</i>	Summer 1 <i>Physical</i>	Summer 2 <i>Health and Fitness</i>
Year 2						
PE - Indoor	Real PE In this unit, the children will develop and apply their footwork and one leg balance through focused 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,	core strength, balance, control, travelling, jumping, turning, diverse,	recognise, order, lifting, 90 degrees, low beam, apart	preparation phase, technique, absorb impact, footwork pattern, focus,	level, direction, speed, catch, rally, strike, pushing, bounce	core strength, balance, control, travelling, jumping, turning, diverse, creative,



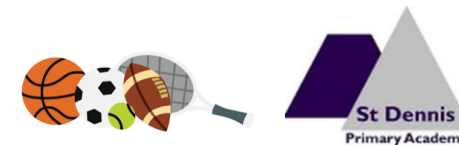
	smooth, dominant, non-standing	creative, 'kind touch', contact, communicate, muscles, tight, balls of feet, absorb impact, demonstrate, softly, sequence, abstract, watch, demonstrate, transitioning, linking, silk moves, partnering, timings		landing spot, controlled, accurate, fluent, retained, vertical axis, respond, pivoting, spotting, accuracy of shape, compare, select		'kind touch', contact, communicate, muscles, tight, balls of feet, absorb impact, demonstrate, softly, sequence, abstract, watch, transitioning, linking, silk moves, partnering, timings
Lessons	<p>Warm up games Rock, paper, scissors Snap, crackle, pop</p> <p>Fundamental Movement Skills Coordination – Footwork Static Balance – One leg</p> <p>Skills Application Lose your shadow Creating footwork Mirror image Mirror challenge Use the force</p>	<p>Warm up games Alphabet soup Follow the leader</p> <p>Fundamental Movement Skills Shapes solo Partnering shapes Circles solo Partnering circles Artistry abstraction Artistry (Making)</p> <p>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</p>	<p>Warm up games Race walking Stuck in the mud</p> <p>Fundamental Movement Skills Dynamic balance – On a line Static balance – Stance</p> <p>Skills Application Balance circuit Creating dynamic Balance pathways Balance circuit Below the knee Develop stance combinations Balance sequences</p>	<p>Warm up games Grand prix On the mat</p> <p>Fundamental Movement Skills Co-ordination – Ball skills Counter balance – With a partner</p> <p>Skills Application Getting around us All routes Bounce off Lean away Lean on me Counter balance sequences</p>	<p>Warm up games Continuous throwing relay Ball handling</p> <p>Fundamental Movement Skills Coordination – Sending and receiving Agility – Reaction / response</p> <p>Skills Application Junk yard clear up Removal team Roll/strike tennis Link skills Copy your partner Cooperative challenges</p>	<p>Warm up games Alphabet soup Follow the leader</p> <p>Fundamental Movement Skills Partnering shapes Circles solo Partnering circles Artistry abstraction Artistry (Making)</p> <p>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</p>
Assessment	<p>Personal – Keep Trying Emerging – I can follow instructions, practise safely and work on simple tasks by myself.</p>	<p>Social – Help and Encourage Emerging – I can work sensibly with others, taking turns and sharing.</p>	<p>Cognitive – Understand Performance Emerging – I can understand and follow simple rules. I can name</p>	<p>Creative – Link Movements Emerging – I can explore and describe different movements.</p>	<p>Physical – Sequence Movements and Skills Emerging – I can perform a single skill or movement with some control.</p>	<p>Health and Fitness – Practise Safely Emerging – I am aware of why exercise is important for good health.</p>



	<p>Expected – I try several times if at first I don't succeed and ask for help when appropriate.</p> <p>Exceeding – I know where I am with my learning. I have begun to challenge myself.</p>	<p>Expected – I can help, praise and encourage others in their learning.</p> <p>Exceeding – I am happy to show and tell others about my ideas.</p>	<p>some things I am good at.</p> <p>Expected – I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance,</p> <p>Exceeding – I can explain what I am doing well and begun to identify areas for improvement.</p>	<p>Expected – I can begin to compare my movements and skills with those of others.</p> <p>Exceeding – I can respond differently to a variety of tasks. or music.</p>	<p>I can perform a small range of skills and link two movements together.</p> <p>Expected – I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>Exceeding – I can select and apply a range of skills with good control and consistency.</p>	<p>Expected – I use equipment appropriately and move and land safely.</p> <p>Exceeding – I can describe how and why my body changes during and after exercise.</p>
Outdoor	Football	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 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, attack, control, coordination, turn, teamwork, shooting,	tag, belts, target, pass, catch, space, attack, run,	rules, score, teamwork, shoot, target, passing, dribbling, push pass,	batting, fielding, striking, grip, long barrier, teamwork, catching,	racket, balance, ball, control, opposition, swing, score, positioning,	challenge, running, landing, aim, coordination, movement, balance,



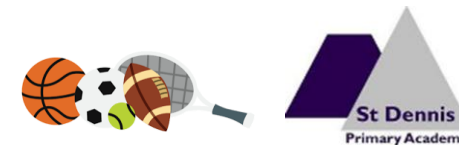
	passing, speed, space, dribble, defend, space, movement	trick, defend, try, target, dodge, teamwork	space, send and receive, roll, hockey stick, goal, direction, attack and defend	wickets, bat, ball, aim, feeder, fielder, underarm, striking	movement, aiming, accuracy, rolling, send, throw, bounce, competition, underarm, ready position, bounce, feed, receive, cooperate	teamwork, relay, improve, target, speed
Lesson Sequence	<ol style="list-style-type: none"> I can move into space showing awareness of others. I can move with control. I can pass/receive a ball with control. I can dribble a ball with feet. I can move towards a goal to defend it. I can compete against others trying to score. 	<ol style="list-style-type: none"> I can hold and move with a rugby ball I can pass the ball pointing the nose of the ball. I can pass accurately to a partner. I can defend by tagging. I can get past a defender. I can try to score goals by getting past opponents. 	<ol style="list-style-type: none"> I can move into space showing awareness of others. I can move with control. I can pass/receive a ball with control. I can dribble a ball using a hockey stick. I can move towards a goal to defend it. I can compete against others trying to score. 	<ol style="list-style-type: none"> I can move confidently. I can use an underarm throwing technique. I can choose simple tactics in game. I can move into space. I can strike a ball into space. I can compete with others. 	<ol style="list-style-type: none"> I can change direction when moving. I can control my body and equipment. I can catch a ball and a tennis ball. I can run and jump on the balls of my feet. I can hit a ball with hands and racket. I can compete against myself and others. 	<ol style="list-style-type: none"> I can run with control. I can control my body and equipment when throwing. I can run with the correct arm technique. I can run and jump on the balls of your feet. I can show a correct pull throw technique. I can compete against yourself.
Assessment	<p>Declarative – Recognise what is successful. Use actions and ideas you have seen to improve your own skills. Understand and describe changes to your heart rate when playing a game.</p> <p>Procedural – Children participate in team</p>	<p>Declarative – Begin to understand and develop correct technique of passing the ball. Develop understanding of tag rugby and participate in small games. Use simple tactics in game situations.</p> <p>Procedural – Develop control and accuracy when throwing and catching a rugby ball.</p>	<p>Declarative – Understand and follow the rules of the game. Watch and describe a performance accurately. Recognise what is successful. Understand and describe changes to your heart rate when playing a game.</p> <p>Procedural – Perform a range of skills with</p>	<p>Declarative – React to situations in ways that make it difficult for opponents, applying simple 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.</p>	<p>Declarative – Understand and follow the rules of the game. Watch and describe a performance 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</p>	<p>Declarative – Understand the variety of correct running techniques. Develop the distance running technique, understanding the difference between sprinting, and running over longer distances. Begin to evaluate and improve own performance.</p> <p>Procedural – Explore and practise a variety of athletic</p>



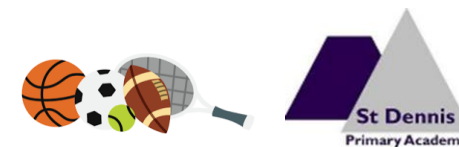
	<p>games – showing good awareness of others. They pass a ball with control and show control when moving, changing speed and direction, both with and without a ball. They develop fundamental movement skills, becoming increasingly confident and competent. They perform a variety of skills keeping the ball under control.</p>	<p>Successfully beat a defender. Begin tagging players in game situations.</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>
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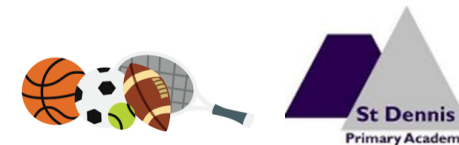
Real PE cog	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Year 3						
Indoor	Real Gym In this unit, the children will learn, develop and apply travel and rotation on the floor, with hand apparatus and partner work through focused 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 Gym (Unit 1) In this unit, the children will learn, develop and apply travel 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 sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.	Real PE In this unit, the children will develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.	Real PE In this unit, the children will develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.
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.	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.	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 previous ones and demonstrate improvement	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 performances with previous ones and demonstrate improvement to achieve their personal best.	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 performances 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.		Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	to achieve their personal best.		
Vocabulary	posture, body tension and extension, pathway, adjust, mirror, match, contrast, static shapes, mastered, apparatus in motion, spotting, pivot, transfer, timing, synchronisation, learning, succeed	core strength, balls of feet, extend, sequence, repeat, tight muscles, absorb impact, diverse, perform, demonstrate, unison, mirroring, canon, silk moves, abstract, transitioning, linking, relaxed, partnering, choreography, combine, reverse	posture, body tension and extension, pathway, adjust, mirror, match, contrast, static shapes, mastered, apparatus in motion, spotting, pivot, transfer, timing, synchronisation, explain, identify	versions, respond, in line, rally, soft hands, short base, together	sequences, apply, extend, gradually, mini back support, correct	warm up, cool down, timing, accelerate, raise, balls of feet, weight
Lessons	<p>Warm up games</p> <p>Follow my leader</p> <p>Shape up</p> <p>Fundamental Movement Skills</p> <p>Travel</p> <p>Rotation</p> <p>Skills Application</p> <p>Mapping pathways</p> <p>Beanbag rolls</p> <p>Jump, rotate, balance</p>	<p>Warm up games</p> <p>Dance baby</p> <p>Dance battles</p> <p>Fundamental Movement Skills</p> <p>Shapes solo</p> <p>Circles solo</p> <p>Partnering shapes</p> <p>Partnering circles</p> <p>Artistry abstraction</p> <p>Artistry (Making)</p> <p>Skills Application</p> <p>Dance shapers</p>	<p>Warm up games</p> <p>Follow my leader</p> <p>Shape</p> <p>Fundamental Movement Skills</p> <p>Travel (Floor work)</p> <p>Travel (Hand apparatus)</p> <p>Rotation (Floor work)</p> <p>Rotation (Partner work)</p> <p>Skills Application</p> <p>Mapping pathways</p> <p>Beanbag rolls</p>	<p>Warm up games</p> <p>Ball handling</p> <p>Pass it on</p> <p>Fundamental Movement Skills</p> <p>Coordination – Sending and receiving</p> <p>Counter balance –</p> <p>Counter balance</p> <p>Skills Application</p> <p>Removal team</p> <p>Lean on me</p>	<p>Warm up games</p> <p>Continuous relay</p> <p>Balance dice frenzy</p> <p>Fundamental Movement Skills</p> <p>Agility – Reaction/ response</p> <p>Static balance –</p> <p>Floorwork</p> <p>Skills Application</p> <p>Copy your partner</p> <p>Hoop limbo</p>	<p>Warm up games</p> <p>Gate masters</p> <p>Rock, paper, scissors</p> <p>Fundamental Movement Skills</p> <p>Agility – Ball chasing</p> <p>Static balance – Stance</p> <p>Skills Application</p> <p>Develop ball chasing combinations</p> <p>Mirror challenge (Beam)</p>



		Turning, jumping, moving You turn me around Dancing together is twice as fun Silky smooth, circle move The show must go on	Jump, rotate, balance			
Assessment	<p>Personal – Know where I am in my learning Emerging – I try several times if at first I don't succeed. Expected – I know where I am with my learning. Exceeding – I can persevere with a task and improve my performance through regular practice.</p>	<p>Social – Share ideas Share Ideas 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.</p>	<p>Cognitive – Recognise Success Emerging – I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance. Expected – I can explain what I am doing well. I have begun to identify areas for improvement. Exceeding – I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on.</p>	<p>Creative – Respond differently 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 respond differently to a variety of tasks. Exceeding – I can change tactics, rules or tasks to make activities more fun or more challenging. I can link actions and develop sequences of movements that express my own ideas required in a range of games and activities.</p>	<p>Physical – Perform and Repeat Emerging – 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. Expected – I can perform and repeat longer sequences with clear shapes and controlled movement. 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. I can link actions together so that they flow.</p>	<p>Health and fitness – Know How and Why the Body Changes 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 explain how often and how long I should exercise to be healthy. I can describe the basic fitness components.</p>
Outdoor	Football	Tag Rugby	Hockey	Cricket	Tennis	Practising for Sports Day Swimming: 1 week



<p>National Curriculum</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations.</p>
<p>Vocabulary</p>	<p>speed, dribble, movement, shoot, space, marking, attack, defend, decision, accuracy, tackle, strike, power, receive, position, experiment</p>	<p>dodge, evade, backwards, pass, accuracy, target, defend, teamwork, pocket pass, attack, dummy, speed</p>	<p>opposition, passing, dribbling, shoot, stick, control, teamwork, direction, decision making, aim, turn, stop, possession, speed, slap pass, push pass, attack, defence</p>	<p>batting, control, feeder, fielder, grip, score, wickets, communication, long barrier, striking, teamwork, underarm, wicket keeper, bowler, position, technique</p>	<p>swing, cooperative, movement, partner, direction, send, catch, court target, power, accuracy, space, free space, control, bounce, aim</p>	<p>water, proficiently, strokes, front crawl, backstroke, breaststroke, butterfly, safety, self-rescue, confidence, tread water</p>
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. I can stop the ball with my feet. 2. I can pass the ball with the inside of my feet. 3. I can move with the ball. 4. I can make a standing tackle. 	<ol style="list-style-type: none"> 1. I can control the ball when travelling. 2. I can show good technique when passing. 3. I can catch the ball consistency. 4. I can play tagging and defending games. 	<ol style="list-style-type: none"> 1. To hold a hockey stick correctly and safely 2. To use a push pass. 3. To make a standing tackle. 4. To keep control of the ball when moving. 	<ol style="list-style-type: none"> 1. I can throw a ball with increasing accuracy and distance. 2. I can catch a ball with increasing consistency. 3. I can successfully hit a ball from a tee. 	<ol style="list-style-type: none"> 1. I can watch, track, and catch a tennis ball successfully. 2. I can move changing direction and speed. 3. I can balance a tennis ball on a racket 	<p>Dependent on group. Lead by swimming teachers.</p>



	<p>5. I can shoot a stationary football.</p> <p>6. I can participate in games controlling the ball.</p>	<p>5. To work together with others.</p> <p>6. To make decisions in games.</p>	<p>5. I can demonstrate the Indian dribble.</p> <p>6. I can play hockey games against others</p>	<p>4. I can hit a ball with correct technique.</p> <p>5. I can choose fielding skills to make it difficult for an opponent.</p> <p>6. I can work well as part of a team.</p>	<p>4. I can hit the tennis ball with some control</p> <p>5. I can perform a forehand serve using the correct grip.</p> <p>6. I can hit a ball into space (at different speeds and heights) to try beat an opponent.</p>	
Assessment	<p>Declarative – Employ simple tactics in game situations. Recognise good performance and be able to identify what you need to practice to improve your own performance. Describe how your body feels when exercising.</p> <p>Procedural – Children can move with a ball keeping it under control. They can perform basic skills needed for games with control and accuracy. They pass/send a ball with increasing accuracy and at different speeds. They shoot with some success. They apply basic principles for attacking and defending – finding space (attacking),</p>	<p>Declarative – Improve decision making skills and choose the right skills that meet the needs of the situation. Play simple tag rugby games with an understanding of the basic rules. To follow the rules of the game.</p> <p>Procedural – Know how to tag another player. Develop attacking and defending skills within tag rugby. To be able to pass the ball backwards to a teammate.</p>	<p>Declarative – Employ simple tactics in game situations. Learn how to recognise your own success. Describe how your body feels when exercising.</p> <p>Procedural – Move with a ball keeping it under control. Develop control and technique. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).</p>	<p>Declarative – Identify what you need to practice improving your performance. Understand the link between heart rate and breathing when exercising. Devise suitable warm up activities for upcoming activities.</p> <p>Procedural – Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. Intercept and stop the ball consistently. Work well as part of a team, employing simple tactics,</p>	<p>Declarative – Keeping and following the rules of the game. Identify what you do well and what you find difficult. Understand the link between heart rate and breathing when exercising.</p> <p>Procedural – Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action. Throw/ Send a ball using a variety of techniques. Take up space/ positions that make it difficult for opponents. Keep a rally going</p>	<p>Dependent on group. Lead by swimming teachers.</p>

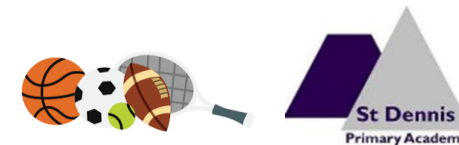
St Dennis Primary Academy - PE Long Term Plan

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

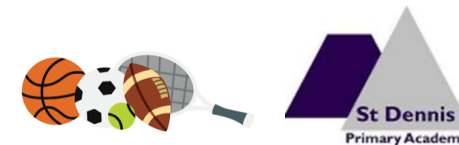
Sri Sri Ravi Shankar



	challenging a player in possession (defending).			particularly when fielding to make it harder for the batter.		
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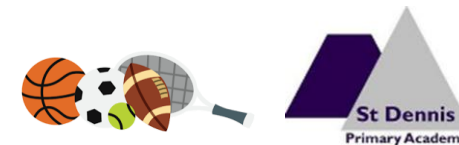
Real PE cog	Autumn 1 <i>Personal</i>	Autumn 2 <i>Social</i>	Spring 1 <i>Cognitive</i>	Spring 2 <i>Creative</i>	Summer 1 <i>Physical</i>	Summer 2 <i>Health and Fitness</i>
Year 4						
Indoor	<i>Real Dance</i> In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.	<i>Real Gym (Unit 1)</i> 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.	<i>Real PE</i> 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	<i>Real PE</i> 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.	<i>Real Gym (Unit 2)</i> 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.	<i>Real PE</i> 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 previous ones and	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. 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.		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	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 Artistry (making) Skills Application Give your dance a shape	Warm up games Shape up Bounce in time Fundamental Movement Skills Balance (Partner work) Rotation (Floor work) Rotation (Hand apparatus) Skills Application Introduction to partner balance Reaching out Acrobatic sequences	Warm up games All change To bank or not to bank Fundamental Movement Skills Dynamic balance Coordination – Ball skills Skills Application Mirror/match/contrast Taking giant strides	Warm up games Like clockwork Team juggling Fundamental Movement Skills Coordination – Sending and receiving Counter balance Skills Application Send and receive circuits Supporting weight	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 Pass it on	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



	<p>Young creators Partners in creation Lift to the skies Lords of the rings Creative mania</p>	<p>Beanbag rolls Jump, rotate, balance</p>			<p>Rhythmic sequences Apparatus circuit Chance choreography</p>	
<p>Assessment</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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 activities more fun or more challenging.</p>	<p>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.</p>	<p>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.</p>
<p>Outdoor</p>	<p>Football</p>	<p>Tag Rugby</p>	<p>Hockey</p>	<p>Cricket</p>	<p>Tennis</p>	<p>Athletics (plus practising for Sports Day)</p>



<p>National Curriculum</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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.</p>
<p>Vocabulary</p>	<p>defending, attacking, communication, cooperate, tactics, teamwork, turn, experiment, power, strike, trick, target, opposition, possession, position</p>	<p>avoid, tag, backwards, cover, pass, share, accuracy, target, defend, mark, agility, pocket pass, attack, dummy, speed</p>	<p>communicate, cooperation, defence, marking, possession, power, strike, support, tackle, opposition, avoiding, recover, react, attack, defend, first touch</p>	<p>fielding, fielder, wickets. communication, striking, teamwork, underarm, wicket keeper, skill, technique, points, swing, tournament, compare, evaluate, discuss, free space</p>	<p>swing, aim, cooperative play, movement, partner, direction, send, position, court target, power, accuracy, direction, free space, control, in line, racket</p>	<p>develop, distance, accelerate, personal best, co-ordination, movement, push / pull, pace, exchange, timing, communication, triple jump</p>
<p>Lesson Sequence</p>	<ol style="list-style-type: none"> 1. I can stop the ball with my feet. 2. I can pass the ball in different ways with increased accuracy. 3. I can dribble the ball using my feet, both if possible. 	<ol style="list-style-type: none"> 1. I can pass and catch on the move. 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. 	<ol style="list-style-type: none"> 1. I can collaborate with others in team games. 2. I can use a push pass accurately. 3. I can get in a low position when dribbling and/or passing. 	<ol style="list-style-type: none"> 1. I can run, jump and catch in combination. 2. I can catch a ball with good control. 3. I can understand the rules of cricket. 4. Hit a ball towards a target. 	<ol style="list-style-type: none"> 1. I can watch, track, and catch a tennis ball successfully. 2. I can move effectively to get in a good position. 3. I can perform a basic forehand action with increasing accuracy. 	<ol style="list-style-type: none"> 1. I can throw an object using both a pushing and pulling technique. 2. I can combine different types of jumping. 3. I can run for distance. 4. I can run in races of varied distances.



	<p>4. I can tackle safely and effectively.</p> <p>5. I can shoot a football with success.</p> <p>6. I can use tactics in games.</p>	<p>5. I can apply simple defending tactics.</p> <p>6. I can play games against others working as a team.</p>	<p>4. I can dribble a ball whilst changing direction.</p> <p>5. I can use a slap pass.</p> <p>6. I can employ simple tactics in games.</p>	<p>5. I can use space when fielding to make it difficult for opponents.</p> <p>6. I can participate in modified competitive games, showing good teamwork</p>	<p>4. I can perform a basic backhand shot with increasing accuracy.</p> <p>5. I can a tennis ball into space (at different speeds and heights) to try beat an opponent.</p> <p>6. I can keep a rally going using a range of shots.</p>	<p>5. I can take part in athletic events.</p> <p>6. I can perform competitively with others.</p>
Assessment	<p>Declarative – Employ and explain simple tactics in game situations. Learn to recognise your own success. Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising.</p> <p>Procedural – Children can move the ball keeping it under control whilst changing direction. They apply basic attacking and defending principles such as finding and using space in game situations. They pass, shoot and receive a ball with increasing accuracy,</p>	<p>Declarative – To begin to understand the rules of tag rugby.</p> <p>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 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.</p>	<p>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</p> <p>Procedural – Move the ball keeping it under control whilst changing direction. Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success.</p>	<p>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.</p> <p>Procedural – Show control, coordination and 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</p>	<p>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.</p> <p>Procedural – Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a 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</p>	<p>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.</p> <p>Procedural – Combine basic jump actions to form a jump combination, using a controlled jumping technique. Perform a throwing technique with control, coordination, and</p>

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."

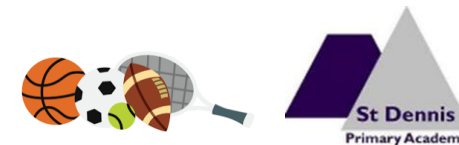
Sri Sri Ravi Shankar



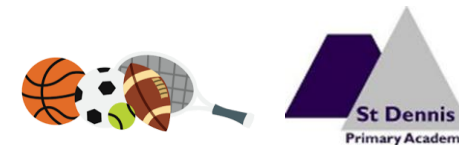
	control and success. They challenge a player in possession of the ball.		Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.	make it difficult for the opposition.	opponent. Begin to apply basic movements in a range of activities and in combination. Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots.	consistency. Perform competitively with others.
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Real PE cog	Autumn 1 <i>Personal</i>	Autumn 2 <i>Social</i>	Spring 1 <i>Cognitive</i>	Spring 2 <i>Creative</i>	Summer 1 <i>Physical</i>	Summer 2 <i>Health and Fitness</i>
Year 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	<p>Warm up games</p> <p>Continuous throwing relay</p> <p>Continuous relay</p> <p>Fundamental Movement Skills</p> <p>Hand apparatus</p> <p>Low apparatus</p> <p>Skills Application</p> <p>Ball tricks</p> <p>Rhythmic sequences</p> <p>Apparatus circuit</p> <p>Bench sequences</p>	<p>Warm up games</p> <p>Dance battles</p> <p>Follow the leader</p> <p>Fundamental Movement Skills</p> <p>Shapes solo</p> <p>Circles solo</p> <p>Artistry abstraction</p> <p>Artistry musicality</p> <p>Partnering (lifts)</p> <p>Artistry (Making)</p> <p>Skills Application</p> <p>Making it happen</p>	<p>Warm up games</p> <p>Hi Baby!</p> <p>Pass it on</p> <p>Fundamental Movement Skills</p> <p>Static balance – Stance</p> <p>Coordination – Footwork</p>	<p>Warm up games</p> <p>Skipping</p> <p>Stepping stones</p> <p>Fundamental Movement Skills</p> <p>Flight (Floor work)</p> <p>Flight (Hand apparatus)</p> <p>Travel (Floor work)</p> <p>Travel (Low apparatus)</p> <p>Travel (Large apparatus)</p> <p>Skills Application</p> <p>Rope tricks</p> <p>Pass it on</p>	<p>Warm up games</p> <p>Continuous throwing relay</p> <p>Ball champs</p> <p>Fundamental Movement Skills</p> <p>Dynamic balance to agility – Jumping and landing</p> <p>Static balance – One leg balance</p>	<p>Warm up games</p> <p>Team juggling</p> <p>Inside out</p> <p>Fundamental Movement Skills</p> <p>Coordination – Sending and receiving</p> <p>Agility – Ball chasing</p>



	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.	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.	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.	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.	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.	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Vocabulary	marking, tactics, accuracy, experiment, possession, support, tackle, defence, opposition, patience, power, referee	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	<ol style="list-style-type: none"> 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. 5. I can mark a player to stop them getting the ball. 6. I can decide on ways to defend in games. 	<ol style="list-style-type: none"> 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. 6. I can defend in a line as a team. 	<ol style="list-style-type: none"> 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. 5. I can mark a player to stop them getting the ball. 	<ol style="list-style-type: none"> 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. 6. I can participate in team games against others. 	<ol style="list-style-type: none"> 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. 4. I can use a variety of different shots, and serves, hitting with 	<ol style="list-style-type: none"> 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. 6. I can throw in different ways with accuracy and control.



			6. I can decide on ways to defend in games.		<p>increasing consistency.</p> <p>5. To employ some tactics in games.</p> <p>6. To participate in a successful rally.</p>	
Assessment	<p>Declarative – Learn how to evaluate and recognise success. Understand how physical activity can contribute to a healthy lifestyle. Choose different formations to suit the needs of the game.</p> <p>Procedural – Children apply basic principles for defending – Defend by marking, covering, and tracking opponents as appropriate. They participate in competitive games, modified where appropriate. They perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique. They keep possession of the ball when faced with opponents. They apply basic principle for</p>	<p>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.</p> <p>Procedural – Increase accuracy and control when passing and catching 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.</p>	<p>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.</p> <p>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 the ball when faced with opponents Apply basic principles for defending – Defend by</p>	<p>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.</p> <p>Procedural – Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations. Hit the ball with purpose, varying</p>	<p>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.</p> <p>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 technique. Adopt a good ready position and show good position on court.</p>	<p>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.</p> <p>Procedural – Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. Communicate, collaborate, and compete with others. Working effectively as part of a</p>

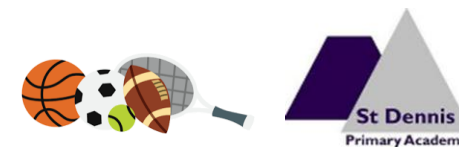
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	attacking – Use a variety of tactics to keep possession of the ball.		marking, covering and tracking opponents as appropriate.	speed height and direction, as well as thinking of tactics needed to score more runs. Work as part of a team, adapting games and activities making sure everyone has a role to play		team. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment
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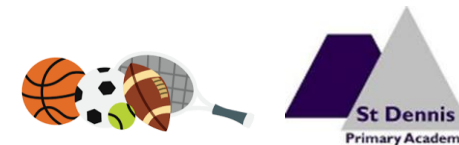
Real PE cog	Autumn 1 <i>Personal</i>	Autumn 2 <i>Social</i>	Spring 1 <i>Cognitive</i>	Spring 2 <i>Creative</i>	Summer 1 <i>Physical</i>	Summer 2 <i>Health and Fitness</i>
Year 6						
Indoor	Real PE In this unit, the children will develop and apply their ball skills and reaction and response through 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.



<p>Vocabulary</p>	<p>performance, recognise, figure of 8, alternate, consistently, gradually, extend, react, acceleration</p>	<p>guide, motivate, negotiate, lunge, driving, coordinated, counterbalance</p>	<p>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</p>	<p>imaginatively, adapt, adjust, centre of gravity, reach, rotating, transfer</p>	<p>combinations, accurately, sport specific, vertical stance, momentum, uneven</p>	<p>record, monitor, self-select, repeatable, accuracy, peripheral vision, reverse pivot</p>
<p>Lessons</p>	<p>Warm up games All change Gate masters Fundamental Movement Skills Coordination - Ball skills Agility - Reaction / response Skills Application Game - Tag Netball Competition - Round Robins</p>	<p>Warm up games Shape up! Shadow play Fundamental Movement Skills Dynamic balance Counter balance</p>	<p>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</p>	<p>Warm up games Like clockwork Balance dice frenzy Fundamental Movement Skills Static balance - Floor work Static balance - Seated balance</p>	<p>Warm up games Continuous throwing relay Ball champs Fundamental Movement Skills Dynamic balance to agility - Jumping and landing Static balance - One leg balance</p>	<p>Warm up games Team juggling Inside out Fundamental Movement Skills Coordination - Sending and receiving Agility - Ball chasing</p>
<p>Assessment</p>	<p>Personal - Constantly try to improve</p>	<p>Social - Organise and Guide Others</p>	<p>Cognitive - Judge Performance</p>	<p>Creative - Adapt/Change Activities</p>	<p>Physical - Link Actions to Flow</p>	<p>Health and Fitness - Emerging - I can describe</p>



	<p>Emerging – I know where I am with my learning and I have begun to challenge myself.</p> <p>Expected – I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p>Exceeding – I recognise my strengths and weaknesses and can set myself appropriate targets. I can accept critical feedback and make changes.</p>	<p>Emerging – I show patience and support others, listening carefully to them about our work.</p> <p>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.</p> <p>I can involve others and motivate those around me to perform better.</p> <p>Exceeding – I can negotiate and collaborate appropriately.</p>	<p>Emerging – I can understand ways to judge performance.</p> <p>Expected – I have a clear understanding of how to develop my own and others’ work.</p> <p>Exceeding – I review, analyse and evaluate my own and others’ strengths and weaknesses.</p>	<p>Emerging – I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music.</p> <p>Expected – I can change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>Exceeding – I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different to others.</p>	<p>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.</p> <p>Expected – I can link actions together so that they flow. I can perform a range of skills fluently and accurately.</p> <p>Exceeding – I can perform a variety of movements and skills with good body tension. I can use combinations of skills confidently in specific contexts.</p>	<p>how and why my body changes during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>Expected – I can describe the basic fitness components. I can record and monitor how hard I am working.</p> <p>Exceeding – I can self-select and perform appropriate warm-up and cool down activities.</p>
Outdoor	Football	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.	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	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	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	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	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.



	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	ones and demonstrate improvement to achieve their personal best.	previous ones and demonstrate improvement to achieve their personal best.	previous ones and demonstrate improvement to achieve their personal best.	previous ones and demonstrate improvement to achieve their personal best.	
Vocabulary	marking, tactics, apply, consider, evaluate, midfield, possession, opposition, patience, support, closing down, cover	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	<ol style="list-style-type: none"> 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 of individuals in team games. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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 of individuals in team games. 	<ol style="list-style-type: none"> 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 participate in competitive games. 	<ol style="list-style-type: none"> 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 employ tactics in games. I can participate in games following the 	<ol style="list-style-type: none"> 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. I can practise to improve throwing distance.

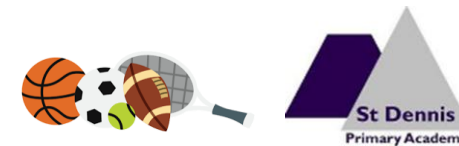


					rules and scoring correctly	
Assessment	<p>Declarative – Understand the positions in a team and the roles they play; and choose different formations to suit the needs of the game. Identify and evaluate parts of your game where you’re performing well, and parts that can be improved. Recognise exercise and activities that help strength, speed and stamina.</p> <p>Procedural – Apply the attacking and defending principles in game situations. Use different skills to keep possession of a ball as part of a team. Develop control whilst performing skills at speed. Change speed and direction to get away from a defender. Adapt games and activities making sure everyone has a role to play. Perform skills (e.g. passing) with accuracy,</p>	<p>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.</p> <p>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</p>	<p>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.</p> <p>Procedural – Develop control whilst performing skills at speed. Apply the attacking and defending principles in game situations. Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender. Choose different</p>	<p>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.</p> <p>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 bowlers and fielders working together.</p>	<p>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.</p> <p>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 games, modified where appropriate. Adopt a good ready position and show good position on court.</p>	<p>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</p> <p>Procedural – Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed. Work effectively as part of a team. Successfully run, jump, and throw in isolation and in combination – applying appropriate</p>

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



	confidence and control whilst developing technique.		formations to suit the needs of the game and choose skills that meet the need of the situation.			techniques to achieve personal bests.
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