

Long PE Curriculum Progression

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Dance – Ourselves 	<p>Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.</p> <p>Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beat (counts 1, 2, 3, 4).</p> <p>Moving: means using a variety of body parts to move around the space in a creative way.</p> <p>Control: means moving our bodies in time with the music, beat or sound.</p> <p>Rhythm: is a repeated pattern of movements or sounds.</p> <p>Sport Specific Vocabulary</p> <p>Timing: In dance, timing refers to moving to the beat of the music.</p> <p>Sequence: This is a combination of controlled movements that have been added together in a particular order.</p> <p>Opposite: refers to when something is totally different from or the reverse of something else. For example, the opposite to slow is fast.</p>	<ul style="list-style-type: none"> I can move my body using big actions I can experiment moving in different ways I can watch others as they perform I can travel with self confidence I can make my actions big and clear I can perform actions, thinking about the music I can encourage other children I can listen to other's ideas I can run, skip and jump to music I can move like a champion I can use turns and jumps, both high and low I can change my movements if the music is fast or slow I can be brave and perform Infront of others I can stamp for heavy and tip toe for light I can have control I can create a movement sequence for going to bed I can choose a person to follow I can look for a space as I move around I can move like a cat I can move like a mouse I can work in a pair I can make a short sequence in a pair 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Show What You Know (Warm Up) – Moving in space In the morning Combining movements together Performance Travelling to school Developing our travelling movements Develop moving in space Introducing props Reflection Learning and repeating a sequence Feeling sleepy Exploring opposites Going to bed Actions of a cat Actions of a mouse Combining the actions of a cat and mouse
Autumn 2 nd	<ul style="list-style-type: none"> Gymnastics – high, low, over, under 	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</p> <p>Shapes: Another word for balancing. Pupils must hold a shape still.</p> <p>High: This means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping.</p> <p>Low: This means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling.</p> <p>Over: This refers to when the body is moving over the top of a piece of apparatus.</p>	<ul style="list-style-type: none"> I can move in high ways I can experiment moving in different ways I can listen to others' ideas I can move as a 'champion' I can move with quiet bodies I can move on different parts of my body I can understand what high is I can understand the difference between high movements and high shapes I can stay safe on apparatus moving through, along and across I can take turns I can move high and low on the apparatus I can apply my movement ideas on the apparatus moving high, low, over and under 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<ul style="list-style-type: none"> Show What You Know (Warm Up) Introducing 'high' Creating 'high' shapes Combine moving and creating shapes Follow the leader Introducing 'low' Creating 'low' shapes Combine moving and creating shapes Follow the leader part 2 High and low Introducing the apparatus Combining moving and creating shapes on apparatus Transition between high and low on apparatus Combine moving and creating shapes on apparatus High and low on apparatus Transition between high, low, over and under on apparatus Combine moving and creating shapes on apparatus Follow the leader part 3 Extend thinking

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		<p>Under: This refers to when the body is moving underneath a piece of apparatus.</p> <p>Sport Specific Vocabulary</p> <p>Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p>			
<p>Spring 1st</p>	<ul style="list-style-type: none"> Bal skills – hands 	<p>Space: is an open area on the pitch that is unoccupied by another player. The attacker in possession of the ball needs to identify open spaces to move into keeping control.</p> <p>Control: means keeping the ball close to us when we are dribbling, preventing the defenders from gaining possession. If the ball is under control by the attacker in possession it should not go out of the playing area.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Sport Specific Vocabulary</p> <p>Bouncing: means using our hands to push the ball towards the floor. If the attacker in possession of the ball continuously bounces the ball and moves around the space, keeping control this is known as dribbling.</p> <p>Rolling: is a method of sending the ball along the floor. A ball can be rolled using our hands towards a target or our partner.</p> <p>Pushing: is a method of sending the ball using our hands. The person pushing the ball will extend their hands away from their body to direct the ball towards a target or their partner.</p>	<ul style="list-style-type: none"> I can push the ball with increasing control I can push the ball with my dominant hand I can focus on the ball I can stop the ball when the music stops I can bounce the ball with control I can understand the meaning of 'control' I can play by the rules I can roll the ball with control I can roll the ball with my dominant hand I can encourage my partner I can roll the ball towards a target I can dribble the ball with control I can dribble the ball with my dominant hand I can move into space to avoid others I can adjust my speed and change direction to avoid others 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Show What You Know (Warm Up) Explore pushing Musical Moving – Pushing the ball with control Explore rolling Skittles – Develop rolling towards a target Skittles – Rolling in pairs Explore bouncing Develop bouncing Body Parts Explore and develop bouncing Stepping Stones Follow the Leader – Finding Space Truck and Trailer – Pushing and Rolling Truck and Trailer Gateway Spaces Invaders – Space Heroes
<p>Spring 2nd</p>	<ul style="list-style-type: none"> Gymnastics – moving 	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance</p> <p>Shapes: Another word for balancing. Pupils must hold a shape still.</p>	<ul style="list-style-type: none"> I can move using a variety of body parts I can move using 'champion' movements I can move with quiet bodies I can make 'champion' shapes I can move in different directions I can move using big and small movements 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Show What You Know (Warm Up) Explore moving on different body parts Explore making shapes on different body parts Explore moving on apparatus using different body parts Explore making shaped on apparatus using different body parts Explore moving in different directions

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		<p>Big: This means moving or balancing in ways where the body is extended as large as possible.</p> <p>Small: This means moving or balancing in ways where the body is made as small as possible.</p> <p>High: This means moving or balancing in ways where the body is high up away from the floor. For example jumping, hopping or skipping.</p> <p>Low: This means moving or balancing in ways where the body is low to the floor. For example sliding, rolling or crawling.</p> <p>Sport Specific Vocabulary</p> <p>Apparatus: The term apparatus refers to a piece of equipment that's used in gymnastics. For example a bench, vault or balance beam.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p>	<ul style="list-style-type: none"> • I can create 'big' movements on the floor and apparatus • I can create 'big' shapes • I can create 'small' movements on the floor and apparatus • I can create 'small' shapes 		<ul style="list-style-type: none"> • Explore moving in different directions on apparatus • Zone directions • Explore big movements • Explore small movements • Explore making big and small shapes • Explore moving and make shapes on apparatus • Moving in pairs on the floor • Moving in pairs on the apparatus • Moving in pairs on the apparatus – Extended learning • Creating shapes in pairs on the floor • Creating shapes in pairs on the apparatus • Combine moving and creating shapes on apparatus • Transition between different zones on the apparatus • Transition between different zones on apparatus – Extending learning
<p>Summer 1st</p>	<ul style="list-style-type: none"> • Ball skills – feet 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball needs to identify open spaces to move into to keep the ball away from the defenders.</p> <p>Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p>	<ul style="list-style-type: none"> • I can kick a ball with increasing control • I can dribble with my dominant foot • I can move into spaces avoiding other children • I can move the ball using different parts of my feet • I can adjust my speed and change direction to avoid defenders • I can keep the ball close • I can move the ball using the insides and outsides of my feet • I can stop the ball with my feet • I can move into space • I can understand the meaning of 'control' • I can play by the rules • I can move the ball towards my friend • I can count my own score • I can understand why we don't use our hands to stop the ball 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> • Show What You Know (Warm Up) • Explore moving with a ball using our feet • Funny feet • Introducing Wizard Dribblers • Wizard Dribblers – Magic Tunnels • Wizard Dribblers – Wicked Witches • Cars • Cars – Traffic Lights • Police Cars • Through the Goal • Through the Goal – with defenders • Battleships • Battleships Advanced

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		Control: means keeping the ball close to us, preventing the defenders from gaining possession.			
Summer 2 nd	<ul style="list-style-type: none"> Attack and defence games 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p> <p>Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and safely.</p> <p>Tagging or Tag: is the method applied by the defending team to stop the attacker from moving.</p> <p>Sharing: to ensure that a game is played fairly pupils should be encouraged to share and take turns.</p>	<ul style="list-style-type: none"> I can move into space avoiding other children I can adjust my speed and change direction to avoid children I can experiment moving in different ways I can play by the rules I can travel with confidence I can run and stay in a space I can score points by catching my opponent I can understand the consequence of breaking the rules of the game I can take turns I can count my own score I can play fairly I can understand why I need to prevent the attackers from scoring a point I can stop children from scoring a point by tagging them 	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> Show What You Know (Warm Up) – Walkie Talkie Sharks and Fishes (1v1) Sharks and Fishes (5v1) Sharks and Fishes (4v2) Sharks And Fishes (1v1) – Keeping the Score Sharks and Fishes – Against the Clock Sharks and Fishes – Following the rules Sharks and Fishes – Coral Reef Sharks and Fishes – Cross the Ocean Sharks and Fishes – Cross the Ocean Part 2 Sharks and Fishes – The Great Escape Sharks and Fishes (2v1) Cross the Sea Sharks and Fishes – Fishing time Sharks and Fishes (5v5)

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Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	<ul style="list-style-type: none"> Gymnastics - Body Parts 	<p>Champion Gymnastics: 'Champion' refers to when pupils are being silent, pointing their fingers and toes and are still when they make a shape/balance.</p> <p>Wide: This means moving or balancing in ways where the body is extended (arms and legs) horizontally away from the centre of the body. For example a star jump is a wide movement.</p> <p>Narrow: This means moving or balancing in ways where the body stretching (arms and legs) vertically away from the centre of the body. For example, a pencil jump is a narrow way of moving.</p> <p>Curled: This means to move or balance rolling our body up tightly. A forward roll is an example of moving in a curled way.</p> <p>Big: This means moving or balancing in ways where the body is extended as large as possible. Small: This means moving or balancing in ways where the body is made as small as possible</p> <p>Sport Specific Vocabulary</p> <p>Interesting: This means pupils are thinking and being creative. Introduction to 'big' body parts</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p>	<p>I can use 'Champion' movements. I can move with quiet bodies. I can make balanced shapes on big parts of my body. I can make 'champion' shapes. I can apply my movement ideas and shape ideas on the apparatus. I can move using different body parts. I can use the apparatus safely. I can watch and listen to other pupil's ideas and demonstrations. I can confidently use the apparatus.</p> <p>Do pupils understand what a champion is? Champions are silent, point their fingers and toes and are also still when they make shapes.</p> <p>Do pupils understand what the 'big' parts of their bodies are?</p> <p>Are pupils creative on the apparatus moving over, under, though, along, across etc?</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Introducing big body parts Creating shapes using big body parts Application of learning big body parts on apparatus. Introducing small body parts Creating shapes using small body parts Application of learning small body parts on apparatus Combining themes when moving Combining themes on apparatus Transition between wind, narrow and curled on apparatus Linking movements together Extending combinations of movements Being creative when adding and linking movements
Autumn 2 nd	<ul style="list-style-type: none"> Ball skills - Feet 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring. Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us, preventing the defenders from gaining possession.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p>	<p>I can kick (dribble) a ball with increasing control. I can dribble with my dominant foot. I can move into space avoiding other pupils. I can adjust my speed and change direction to avoid other pupils. I can explore kicking the ball in different ways. Curiosity I can play by the rules. Fairness I can think of my own ways of moving with the ball using my feet. Courage I can move the ball with control. I can keep the ball close to me. I can stop the ball using my feet. I can respond to the commands.</p> <p>Pupils understand the meaning of 'control.' Pupils can play by the rules.</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Explore moving with feet Body breaks Inside out - dribble around the area. Traffic lights - moving using inside and outside of foot. Body breaks Ice monsters- dribbling ball to avoid a target. Follow the leader - finding a space Ice monsters on the loose - dribbling ball avoiding monsters. Aiming ball through partners legs. Aiming ball through partners legs using inside of foot. Competition - Aiming ball through partner's legs. who can score the most? Kick Bowling - Team competition Kick Bowling – individual competition.

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		<p>Passing: is a method of sending (kicking) the ball to our partner or another member of our team in order to keep possession of the ball.</p> <p>Control: means keeping the ball close to us, preventing the defenders from gaining possession.</p>			
Spring 1 st	<ul style="list-style-type: none"> Attack and defence - Games 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible. Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p> <p>Rules: are a set of regulations or principles that govern a particular activity that ensures that the activity is played fairly and safely.</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p> <p>Team: A team is a group of people who work together with the objective of achieving the same a goal.</p>	<p>I can move into spaces avoiding other pupils.</p> <p>I can adjust speed and change direction to avoid other pupils (defenders).</p> <p>I can experiment running in different ways.</p> <p>I can listen to others' ideas.</p> <p>I can travel with confidence.</p> <p>I can move around the space keeping away from the defenders.</p> <p>I can run and stay in a space.</p> <p>Pupils are able to change direction (dodge) and keep away from the defenders.</p> <p>Pupils understand what attacking means.</p> <p>Pupils understand the consequence in a game of moving close to the defenders.</p> <p>Pupils apply simple attacking strategies.</p> <p>I can play by the rules.</p> <p>I can stop when I am caught.</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Dodging the defenders, avoiding the defenders. Dodging defenders - Principles of attack. Dodging defenders - avoiding real defenders. Galaxy stars - Applying attacking into a game. Galaxy stars- understanding attacking principles. Galaxy stars - Applying attacking principles. Stuck in the mud - stopping the attackers from winning. Stuck in the mud - protecting the zone. Galaxy defenders - Understanding defending principles. Protect the treasure - Applying defending principles into a game. Galaxy start - attacking competition. Protect the treasure – defending competition.
Spring 2 nd	<ul style="list-style-type: none"> Bats and rackets 	<p>Possession is when we have physical control of the ball.</p> <p>Control: means keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Control: means keeping the ball close to us when we are dribbling or pushing with our racket.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Sport Specific Vocabulary</p>	<p>I can push (dribble) a ball with a racket with increasing control.</p> <p>I can push with my dominant hand using a racket.</p> <p>I can push the ball in different directions.</p> <p>I can use a racket safely.</p> <p>I can share equipment.</p> <p>I can challenge myself to keep the ball as close as possible. I can push a ball around the space using a variety of rackets and ball.</p> <p>I can push the ball in different directions and remain within a space.</p> <p>I can encourage/collaborate with other pupils. I can keep trying even if I find it challenging.</p>	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- 	<ul style="list-style-type: none"> Exploring pushing a ball using a racket. Taking turns, sharing equipment. Exploring pushing a ball – sharing ideas. Take a drive - develop pushing our ball. Mind the monsters: Avoid the traps. Mind the monsters: The monster teacher. Follow the leader: mind the monster traps. Mind the monster caves. Skittles. Explore hitting using different size balls and rackets. In the puddle: explore hitting the ball towards a target. In the puddle: Develop hitting the ball towards a target. In the puddle: Counting to five. In the puddle: Making a splash.

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		<p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball uses their racket to push the ball around in order to move around the space.</p> <p>Accuracy: is the ability to control where we are pushing or hitting the ball with our racket.</p> <p>Hitting: means striking the ball with a racket with the purpose towards a target.</p> <p>Power: is the intensity and speed that we hit a ball with our racket.</p>		<p>ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> In the puddle: Making a splash challenge. In the puddle: Scare the ducks. In the puddle: Fly away ducks.
Summer 1st	<ul style="list-style-type: none"> Locomotive-Running 	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p> <p>Sport Specific Vocabulary</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible. Speed is a vital component to being successful when running.</p> <p>Acceleration: is how quickly an athlete can increase their speed over a distance when running.</p> <p>Tagging or Tag: is the method applied by the defending team to stop an attacker from moving.</p>	<p>I can move into spaces avoiding other pupils.</p> <p>I can adjust speed and change direction to avoid other pupils.</p> <p>I can experiment running in different ways.</p> <p>I can listen to others ideas.</p> <p>I can travel with confidence.</p> <p>I can run and stay in a space.</p> <p>I can run by pumping my arms.</p> <p>I can run on the balls of my feet.</p> <p>I can keep my head up when running.</p> <p>I can understand why we keep our head up, pump our arms and use the balls of our feet when running.</p> <p>I can give feedback to a partner and encourage my partner.</p> <p>I can try to make my body run as fast as possible.</p> <p>I can play by the rules.</p> <p>I can travel with confidence.</p>	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Athletics 1 Domes and dishes/ Follow my leader. Exploring running Exploring running using our heads. Athletics 2 Perfect posture/ Touch base. Explore running using our arms. Explore running, focus on our feet. Follow the leader. Sticky Glue: Finding space. Sticky Glue: Avoid the defenders. Mud Monsters: Applying running. Target games 1 - Chasing Games. Traffic Lights: Running at different speeds. Fishes and sharks. Traffic lights. Cats and dogs. Running for speed: Beat the clock. Running for speed: Competition. Running in a team: Relay races. Aboard the bus: Explore running in a team. Mud monsters: The teacher is a monster. Mud Monsters: Monsters come alive.
Summer 2nd	<ul style="list-style-type: none"> locomotive - Jumping 	<p>Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.</p> <p>Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.</p> <p>Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.</p> <p>Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.</p>	<p>I can jump and land safely.</p> <p>I can move into spaces avoiding other pupils and the markers.</p> <p>I can adjust my speed and change direction to avoid other pupils and the markers.</p> <p>I can experiment with moving in different ways.</p> <p>I can play by the rules.</p> <p>I can travel with confidence.</p> <p>I can jump and stay in a space.</p> <p>I can jump, hop or leap using my arms.</p>	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities Lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive physical activities, in a range of increasingly challenging situations.</p>	<ul style="list-style-type: none"> Developing jumping. Lilly pads and snakes Part 1- applying jumping, hopping and leaping in a game. Lilly pads and snakes Progression 1-touch a marker-stuck. Lilly pads and snakes progression 2- two taggers. Recap jumping using correct technique. Jumping competition. Team jumping competition: Distance. Team jumping competition: Speed. Follow my leader. Jumping circuit. Explore skipping.



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		<p>Defender: We are considered a 'defender' when we are trying to catch an attacker.</p> <p>Sport Specific Vocabulary</p> <p>Skipping: is a combination of a long step and a hop, stepping from one foot to the other with a hop or bounce.</p> <p>Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.</p>	<p>I can jump, hop or leap bending my knees.</p> <p>I can keep my head up when I jump, hop or leap.</p> <p>I can jump, hop and leap over obstacles.</p> <p>I can move around the space keeping away from the taggers.</p> <p>I can understand the consequence in a game of moving too close to the taggers.</p> <p>I can show different ways of jumping.</p> <p>I can play by the rules.</p> <p>I can stop if I touch a marker, lily pad or snake and when I am tagged.</p>	<p>physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>Perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Traffic lights: Skipping. • Kangaroo skip. • Finding space: Skipping and jumping. • The frozen game. • The frozen competition. • Level 1 Jumping competition. • Jumping competition: Distance. • Jumping competition: Speed.
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Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
Autumn 1 st	Gymnastic Linking	<p>Champion Gymnastics: Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/balances.</p> <p>Linking: This means successfully adding two movements together so that they flow one after the other.</p> <p>Flow: This is when a gymnast moves from one action to another without stopping.</p> <p>Transition: The term transition means to move into and out of basic movements, actions or balances.</p> <p>Sport Specific Vocabulary</p> <p>Jump: Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.</p> <p>Roll: Is a method of moving where a gymnast completes rotation of their body on the ground.</p> <p>Sequence: This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.</p>	<ul style="list-style-type: none"> I can decide what parts of my bodies to move on I can move out of a roll with either a balance or move I can make a champion shape I can move using 'champion' movements I can understand what a champion is I understand how to link movements together I understand what flow is I can listen to others' ideas I can think of my own movements I can ensure my movements still flow while on apparatus I can be creative on apparatus I can stay safe using the apparatus I can move from a jump into a roll and finish with a balance 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Show what you know (warm up) Developing 'linking' Exploring ways of moving into a roll Pair links Developing 'linking' on apparatus Exploring ways of moving into a roll on apparatus Pair links on apparatus Introduce 'jump, sink down, roll, balance' Creating their own movement ideas Peer assessment Applying the following sequence to apparatus: Jump, roll, balance Creating their own movement ideas on apparatus Linking 2 movements and one balance on apparatus Performance with peer and teacher assessment Linking extensions on apparatus
Autumn 2 nd	Ball Skills - Hands	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is the keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.</p>	<ul style="list-style-type: none"> I can dribble the ball with control I can dribble the ball with 1 hand I can dribble the ball with 2 hands I can bounce the ball around the space, keeping it away from defenders I can collaborate and take turns I can play by the rules I can keep score I can receive the ball I can pass the ball towards a target using their hands I can use my body to aim I can pass with control I can look at my partner when passing I understand the meaning of 'aiming' I can listen to my partner and team members I can more and pass with increasing accuracy 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>Key stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against</p>	<ul style="list-style-type: none"> Show what you know (warm up): Space Dribble Postman Pat – Dribbling Postman Pat – Special Delivery Through the Gate – Introduce the chest pass Postman Pat – Passing Postman Pat – Avoid the invisible defender Follow the leader Postman Pat – Passing and Dribbling Hunter – Scoring a point Hunter – Keeping a possession Hunter – Attackers v defenders Keep on moving, keep on scoring

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		<p>Team: is a group of players from one side who come together to try and achieve a common goal.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.</p> <p>Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.</p>		<p>others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Keep on moving – The invisible defender • Keep on moving – Introduce a defender
Spring 1st	Locomotion Jumping	<p>Jumping: is a form of moving where we use our body to propel ourselves off a surface and into the air.</p> <p>Distance: is defined as the length of space between two points. This might mean how far an athlete has jumped.</p> <p>Space: is an open area within the playing area that is unoccupied by a defender or the defending team. When jumping we need to identify open spaces to jump into to avoid other pupils.</p> <p>Attacker: We are considered an 'attacker' when we are trying to move into space to avoid being caught by a defender.</p> <p>Defender: We are considered a 'defender' when we are trying to catch an attacker.</p> <p>Sport Specific Vocabulary</p> <p>Speed: Is the ability to move all or part of the body as quickly as possible.</p> <p>Landing: Is how we use our bodies to land after we have left a surface and jumped into the air. When landing we should land on two feet, bending our knees to absorb the impact.</p>	<ul style="list-style-type: none"> • I can jump and stay in space • I can jump, hop or leap using my arms • I can jump, hop and leap bending my knees • I can jump, hop and leap over the snakes and lily pads • I can keep away from the mud monsters • I can show different ways of jumping • I can understand the consequences of moving to close to the mud monsters • I can play by the rules • I can stop when I am tagged • I can keep my head up when I jump • I can move around space keeping away from the sharks • I can link 2 jumps together • I can jump in different directions • I can jump fast • I can jump slow • I can create different jumping ideas together • I can teach others my combination • I can think of my own ideas for jumps • I can understand why I need to jump as far as possible • I can understand why I need to jump quickly in a game • I can hop then step and then jump 	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key Stage 1</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Show what you know (warm up): Jumping • Lily Pads and Snakes – Part 1 • Lily Pads and Snakes Progression • Mud Monsters – Avoid the traps • Mud Monsters – Monsters come alive • Cross the river • Cross the river – Avoid the Rocks • Cross the river – Avoid the Sharks • Linking Jumping • Follow the leader • Jumping patterns • Jumping combinations competition • Jumping combination competitions – Distance • Jumping combination competitions – Speed • Develop Jumping Combinations • Level 1 jumping competitions
Spring 2nd	Ball skills - feet	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of</p>	<ul style="list-style-type: none"> • I can move the ball with control • I can keep the ball close to them • I can move the ball using the insides and outsides of my feet 	<p>Aims</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p>	<ul style="list-style-type: none"> • Show what you know (warm up) • Space Invaders – Part 1 • Space Invaders – Part 2

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		<p>the ball. Our aim is to keep the ball away from the defenders.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.</p> <p>Possession: is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attacker in possession of the ball need to identify open spaces to move into to keep the ball away from the defenders.</p> <p>Sport Specific Vocabulary</p> <p>Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously kicks the ball, keeping it close to them in order to move around the pitch.</p> <p>Passing: is a method of sending the ball to our partner or another member of our team in order to keep possession of the ball.</p>	<ul style="list-style-type: none"> • I can move the ball around the space keeping away from the defenders • I can understand the consequence in a game of moving the ball close to the defenders • I can understand the meaning of control • I can play by the rules • I can swap roles if the defender gains possession of the ball • I can receive the ball • I can pass the ball towards a target using my feet • I can use their non-kicking foot to aim • I can kick the ball towards a target using the inside of my foot • I can look at my partner when passing • I can understand the meaning of 'aiming' • I can encourage my partner • I can play by the rules • I can dribble the ball with control • I can keep the ball away from defenders • I can receive the ball • I can complete my challenges before re-entering the game 	<ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> • Through the Gate – Passing and Receiving • Through the Gate – Passing and Dribbling • Mud Monsters – Passing and Dribbling • Mud Monsters – Passing Progression • Mud Monster – Ball Eater • Hunter – Scoring a point • Hunter – Keeping possession • Radar • Radar – The invisible defender • 6v0 – The invisible defender • 5v1 – Introduce a defender
<p>Summer 1st</p>	<p>Attack and Defence.</p>	<p>Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible.</p> <p>Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.</p> <p>Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.</p>	<ul style="list-style-type: none"> • I can run and stay in a space • I can understand what attacking means • I can understand why games have rules • I can understand the consequences of breaking the rules of a game • I can apply simple attacking strategies • I can collaborate and take turns • I can count my own score • I can adjust my speed and change direction to catch others • I can tag the attackers • I can understand the consequences in a game of running off the pitch • I can understand what defending means • I can understand the consequence in a game of not tagging an attacker • I can create and apply simple defensive strategies • I can take turns • I can keep score 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p>	<ul style="list-style-type: none"> • Show what you know (warm up): Galaxy Attackers – Applying attackers as a team into a game • Galaxy Attackers – Understanding attacking principles as a team • Galaxy Attackers – Applying attacking principles as a team • Galaxy Defenders – Understanding defending principles as a team • Protect the Treasure – Applying defending principles into a game as a team • Galaxy stars – Understanding the transition from defence to attack • Galaxy Stars – Constant transition between defence and attack • Galaxy Attackers – Creating attacking tactics • Galaxy Attackers – Understanding attacking tactics

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		<p>Sport Specific Vocabulary</p> <p>Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p> <p>Transition: is defined as the process of recognising and responding after losing or regaining possession.</p> <p>Team: A team is a group of people who work together with the objective of achieving the same a goal.</p>	<ul style="list-style-type: none"> I can create and apply simple defensive strategies I can create and apply simple attacking strategies 	<ul style="list-style-type: none"> 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 <p>perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Galaxy Defenders – Creating and applying defending tactics into a game Galaxy Stars – Competition
Summer 2nd	<p>Ball Skills: Rackets Bats and Balls</p>	<p>Attacker: We are considered an attacker when we are in possession of the ball or in control of the ball. Our aim is to keep or direct the ball away from the defender</p> <p>Defender: We are considered a defender when we are not in possession on the ball. The aim of the game for defenders is to try and prevent the attackers from scoring.</p> <p>Opponent: Means a player on the other team.</p> <p>Accuracy: Is the ability to control where we are pushing or hitting the ball with our racket or bat.</p> <p>Power: Is the intensity and speed that we hit a ball with our racket with.</p> <p>Sport Specific Vocabulary</p> <p>Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.</p> <p>Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible.</p>	<ul style="list-style-type: none"> I can hit a ball towards a target I can hit a target to score a point I can understand the meaning of being accurate I can understand the meaning of not being accurate I can work with my partner to score I can keep my own score I can play by the rules I can develop my accuracy I can apply more power if my target is far away I can use my racket safely I can control my ball I can score a point with my partner I can hit my ball into space I can try my hardest, even if it is hard 	<p>Aims The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <p>Key Stage 1 Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> Show what you know: Skittles Ready, Steady, Hit: Through the gate Ready, Steady, Hit the object Ready, steady, Hit: Competition Clear the deck Clear the deck: Captains Treasure Cannonball Wall Ball :Hit (strike) the target Wall Ball: Take two Wall Ball: Rebound and score Wall Ball: The Championship Final Scatterball Apply hitting into space: Scatterball Three T Cricket Don't get caught Space Invaders Continuous Batting

SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- Use of different size apparatus – smaller if children find it hard to climb up.
- Different benches used depending on need of children – flat benches if children find it hard to move around the bobbly benches.
- If using the wall apparatus choose equipment appropriate to use.
- Use of different size balls to aid children – use bigger balls to make it easier to control.
- If tagging – try using bands that children have to pull out (Similar to tag rugby) – easier to hold.
- If movement is barrier – try a round where children are only allowed to walk so everyone is on a level playing field
- Use smaller balls to make it harder for children exceeding the objective.
- Have a range of different sized equipment in middle of hoops.
- Have rounds when children can only walk instead of running.
- If they are running – allow them 2 lives to get to the middle.
- If they are a tagger – pair them with a buddy tagger who will work with them.
- Use of bigger rackets to make it easier to control the ball.
- Use of different size equipment for children to jump around.
- If children struggle to jump – take little steps around equipment.
- Use of different size equipment for children to jump around.
- If children struggle to jump – take little steps around equipment.
- Have a range of different sized equipment in middle of hoops.
- Have rounds when children can only walk instead of running.
- Have a role being team captain to give sense of pride.
- Pair with a more able child to help with directions.
- To have the rules explained in an accessible way – e.g social story.
- Slightly bigger ball and lighter to give more time to react.
- Larger bat