**All Saints Upton Long Term Progression PE Plan – 2019-2020**

**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.

Pupils should be taught to:

♣ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

♣ Participate in team games, developing simple tactics for attacking and defending

♣ Perform dances using simple movement patterns.

**Key stage 2** Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

♣ Use running, jumping, throwing and catching in isolation and in combination

♣ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

♣ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

♣ Perform dances using a range of movement patterns

♣ Take part in outdoor and adventurous activity challenges both individually and within a team

♣ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Physical education – key stages 1 and 2 3 Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

**In particular, pupils should be taught to:**

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

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

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

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| **ALL SAINTS UPTON PROGRESSION GRID – Physical Education** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **YEAR 1** | **Dance**  I can move to music.  I can copy dance moves.  I can perform some dance moves.  I can move around the space safely. | **Gymnastics**  I can make my body tense, relaxed, curled and stretched.  I can copy sequences and repeat them.  I can roll in different ways | **Dance**  I can copy dance moves.  I can make up a short dance.  I can dance imaginatively.  I can change rhythm, speed, level and direction. | **Gymnastics**  I can travel in different ways.  I can balance in different ways.  I can stretch in different ways.  I can curl in different ways. | **Games**  I can throw underarm.  I can roll a piece of equipment.  I can move and stop safely.  I can catch with both hands.  I can kick in different ways. | **Athletics**  Can run at different speeds.  Can jump from a standing position  Performs a variety of throws with basic control. |
| **YEAR 2** | **Gymnastics**  I can make my body tense, relaxed, curled and stretched.  I can control my body when travelling.  I can control my body when balancing.  I can climb safely.  I can plan and show a sequence of movements | **Dance**  I can change rhythm, speed, level and direction.  I can dance with control and co-ordination. | **Gymnastics**  I can use contrast in my sequences.  My movements are controlled.  I can think of more than one way to create a sequence which follows a set of ‘rules’.  I can work on my own and with a partner to create a sequence. | **Dance**  . I can make a sequence by linking sections together.  I can link some movement to show a mood or feeling. | **Games**  I can hit a ball with a bat.  I can throw in different ways.  I can use hitting, kicking and/or rolling in a game.  I can follow rules.  I can stay in a ‘zone’ during a game.  I can decide where the best place to be is during a game.  I can use one tactic in a game. I can follow rules. | **Athletics**  Can change speed and direction whilst running.  Can jump from a standing position with accuracy.  Performs a variety of throws with control and co-ordination.  Can use equipment safely. |
| **YEAR 3** | **Gymnastics**  I can adapt sequences to suit different types of apparatus and their partner’s ability.  I can work in a controlled way.  I can work with a partner to create, repeat and improve a sequence with at least three phases.  I can compare and contrast gymnastic sequences, commenting on similarities and differences. | **Dance**  I can share and create phrases with a partner and in small groups.  I can repeat, remember and perform these phrases in a dance.  I can use dance to communicate an idea.  I can take the lead when working with a partner or group.  I can make sure my dance moves are clear and fluent. | **Hockey**  I can keep possession with some success when using equipment that is not used for throwing and catching skills.  I can hit a ball accurately and with control.  I can keep possession of the ball. | **Netball**  I can throw and catch with control when under limited pressure.  I know and use rules fairly to keep games going.  I can keep possession with some success when using equipment that is not used for throwing and catching skills. | **Athletics**  Beginning to run at speeds appropriate for the distance.  *e.g. sprinting and cross country*  Can perform a running jump with some accuracy  Performs a variety of throws using a selection of equipment.  Can use equipment safely and with good control. | **Badminton**  I can hit a ball/object accurately and with control.  I can use forehand and backhand with a racquet. |
| **YEAR 4** | **Gymnastics**  I can include change of speed.  I can include change of direction.  I can include a range of shapes.  I can follow a set of ‘rules’ to produce a sequence.  I can combine action, balance and shape. | **Dance**  I can work on my movements and refine them.  I can compose my own dances in a creative and imaginative way.  My movements are controlled. | **Basketball**  I am aware of space and use it to support teammates and cause problems for the opposition.  I can catch with one hand.  I can throw and catch accurately.  I can move to find a space when they are not in possession during a game.  I can use a number of techniques to pass, dribble and shoot. | **Cricket**  I am aware of space and use it to support teammates and cause problems for the opposition.  I can catch with one hand.  I can throw and catch accurately.  I can hit a ball accurately and with control.  I can throw and catch with control when under limited pressure. | **Athletics**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. | **Tag Rugby**  I can keep possession of the ball.  I can vary tactics and adapt skills according to what is happening.  I can choose the best tactics for attacking and defending.  I can keep possession with some success when using equipment that is not used for throwing and catching skills. |
| **YEAR 5** | **Gymnastics**  I can make complex or extended sequences.  I can perform consistently to different audiences.  My movements are accurate, clear and consistent. | **Dance**  I can perform to an accompaniment, expressively and sensitively.  My movements are controlled.  My dance shows clarity, fluency, accuracy and consistency. | **Hockey**  I can use a number of techniques to pass, dribble and shoot.  I can gain possession by working as a team.  I can pass in different ways.  I can hit a ball accurately and with control.  I can keep possession. | **Netball**  I can make a team plan and communicate it to others.  I can lead others in a game situation.  I can use a number of techniques to pass, dribble and shoot.  I can vary tactics and adapt skills according to what is happening.  I can choose the best tactics for attacking and defending. | **Athletics**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control. | **Rounders**  I can use forehand and backhand when striking a ball.  I can field.  I can explain complicated rules.  I can hit a ball accurately and with control |
| **YEAR 6** | **Gymnastics**  I can combine my own work with that of others.  I can link my sequences to specific timings. | **Dance**  I can develop imaginative dances in a specific style.  I can choose my own music, style and dance. | **Basketball**  I can use a number of techniques to pass, dribble and shoot.  Demonstrates accuracy and confidence in throwing and catching activities.  I can explain complicated rules.  I can make a team plan and communicate it to others.  I can gain possession by working as a team. | **Cricket**  I can hit a ball accurately and with control.  I can field.  I can explain complicated rules.  I can vary tactics and adapt skills according to what is happening | **Athletics**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Beginning to record peers performances, and evaluate these.  Demonstrates accuracy and confidence in throwing and catching activities.  Describes good athletic performance using correct vocabulary. | **Tennis**  I can hit a ball/object accurately and with control.  I can use forehand and backhand with a racquet.  I can explain complicated rules |

**Children in KS2 to access Swimming Curriculum through lessons at Halewood Leisure Centre.**

**Speed Stack – to be completed in KS2 during Spring 2 half term.**

**Orienteering – KS2 Orienteering Day run by external organisation – links to residentials.**