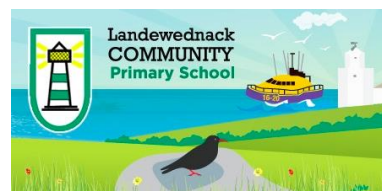




### **As physically active pupils we strive to develop:**

- . The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE
- . The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance
  - . High levels of physical fitness
  - . A healthy lifestyle, achieved by eating sensibly, a knowledge of avoiding smoking, drugs and alcohol and exercising regularly
- . The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and wellbeing
- . The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others
- . Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support
- . A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport
  - . The ability to swim at least 25 meters before the end of Year 6 and knowledge of how to remain safe in and around water



(LONG TERM PLAN FOR YEAR A and YEAR B).

Due to the changing structure of the classes and the fact that three of our classes bridge Key Stages, our long term planning is designed to ensure every child receives complete coverage of our broad and challenging curriculum throughout their learning journey.

<u>Seagulls (R/1)</u>		<u>Choughs (2/3)</u>		<u>Razorbills (4/5)</u>		<u>Kittiwakes(6)</u>
<u><b>A</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Gym</li> </ul>	<u><b>A</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Gym</li> </ul>	<u><b>A</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Swimming</li> </ul>	<u><b>A</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Swimming</li> </ul>	<u><b>A</b></u> <p>Swimming Dance Competitive games - tag rugby</p>	<u><b>A</b></u> <ul style="list-style-type: none"> <li>Swimming</li> <li>Dance</li> <li>Striking/net games - badminton</li> </ul>	<u><b>A</b></u> <p>Competitive games - netball Gym Competitive games - tag rugby Competitive games - volleyball</p>
<u><b>B</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Dance</li> </ul>	<u><b>B</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Dance</li> </ul>	<u><b>B</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Dance</li> </ul>	<u><b>B</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Gym</li> </ul>	<u><b>B</b></u> <p>Gym Competitive games - netball Competitive games - team building</p>	<u><b>B</b></u> <ul style="list-style-type: none"> <li>Gym</li> <li>Competitive games - hockey</li> <li>Competitive games - team building</li> </ul>	<u><b>B</b></u> <p>Cycling-control, strength, balance and technique Gym Competitive games - football</p>
<u><b>C</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Swimming</li> </ul>	<u><b>C</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Swimming</li> </ul>	<u><b>C</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Athletics</li> </ul>	<u><b>C</b></u> <ul style="list-style-type: none"> <li>Multi-skills/speed, agility and balance</li> <li>Team games</li> <li>Striking/net games</li> </ul>	<u><b>C</b></u> <ul style="list-style-type: none"> <li>Striking/net games - tennis</li> <li>Athletics</li> <li>Striking/net games - rounders</li> <li>Outdoor adventure</li> </ul>	<u><b>C</b></u> <ul style="list-style-type: none"> <li>Striking/net games - rounders</li> <li>Athletics</li> <li>Striking/net games - tennis</li> <li>Outdoor adventure</li> </ul>	<u><b>C</b></u> <p>Sailing Striking/net games - cricket</p> <ul style="list-style-type: none"> <li>Striking/net games - tennis</li> <li>Outdoor adventure</li> </ul>
<p>Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <hr/> <p>KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Perform dances using simple movement patterns</li> </ul>				<p>KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges, both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Swim competently, confidently and proficiently over a distance of at least 25 m</li> <li>Use a range of swimming strokes effectively</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>		



**LANDEWEDNACK PE SKILLS PROGRESSION MAP**

Seagulls (R/1)		Choughs (2/3)	Razorbills (4/5)		Kittiwakes(6)
EYFS	KS1	LKS2		UKS2	



<p><b>EYFS - a unique child:</b>  <b>22-36 Months</b>  •Runs safely on whole foot.  •Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.  •Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.  •Can kick a large ball.  •Walks upstairs or downstairs holding onto a rail two feet to a step.  •May be beginning to show preference for dominant hand.</p> <p><b>30-50 Months</b>  •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  •Mounts stairs, steps or climbing equipment using alternate feet.  •Walks downstairs, two feet to each step while carrying a small object.  •Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  •Can stand momentarily on one foot when shown.  •Can catch a large ball.  •Draws lines and circles using gross motor movements.</p> <p><b>40-60 Months</b>  •Experiments with different ways of moving.  •Jumps off an object and lands appropriately.  •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  •Travels with confidence and skill around, under, over and through balancing and climbing equipment.  •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  •Shows a preference for a dominant hand.  •Begins to use anticlockwise movement and retrace vertical lines.</p>	<p><b>In Years 1 and 2 pupils:</b>  •Use the terms ‘opponent’ and ‘team-mate’.  •Use rolling, hitting, running, jumping, catching and kicking skills in combination.  •Develop tactics.  •Lead others when appropriate.  •Copy and remember moves and positions.  •Move with careful control and coordination.  •Link two or more actions to perform a sequence.  •Choose movements to communicate a mood, feeling or idea.  •Copy and remember actions.  •Move with some control and awareness of space.  •Link two or more actions to make a sequence.  •Show contrasts (such as small/tall, straight/curved and wide/narrow).  •Travel by rolling forwards, backwards and sideways.  •Hold a position whilst balancing on different points of the body.  •Climb safely on equipment.  •Stretch and curl to develop flexibility.  •Jump in a variety of ways and land with increasing control and balance.  •Swim unaided up to 25 metres.  •Use one basic stroke, breathing correctly.  •Control leg movements.  •Athletic activities are combined with games in Years 1 and 2.</p>	<p><b>In Years 3 and 4 pupils:</b>  •Throw and catch with control and accuracy.  •Strike a ball and field with control.  •Choose appropriate tactics to cause problems for the opposition.  •Follow the rules of the game and play fairly.  •Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  •Pass to team mates at appropriate times.  •Lead others and act as a respectful team member.  •Throw and catch with control and accuracy.  •Strike a ball and field with control.  •Choose appropriate tactics to cause problems for the opposition.  •Follow the rules of the game and play fairly.  •Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  •Pass to team mates at appropriate times.  •Lead others and act as a respectful team member.  •Plan, perform and repeat sequences.  •Move in a clear, fluent and expressive manner.  •Refine movements into sequences.  •Show changes of direction, speed and level during a performance.  •Travel in a variety of ways, including flight, by transferring weight to generate power in movements.  •Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).  •Swing and hang from equipment safely (using hands).  •Swim between 25 and 50 meters unaided.  •Use more than one stroke and coordinate breathing as appropriate for the stroke being used.  •Coordinate leg and arm movements.  •Swim at the surface and below the water.  •Sprint over a short distance up to 60 metres.  •Run over a longer distance, conserving energy in order to sustain performance.  •Use a range of throwing techniques (such as under arm, over arm).  •Throw with accuracy to hit a target or cover a distance.  •Jump in a number of ways, using a run up where appropriate.  •Compete with others and aim to improve personal best performances.  •Arrive properly equipped for outdoor and adventurous activity.  •Understand the need to show accomplishment in managing risks.  •Show an ability to both lead and form part of a team.  •Support others and seek support if required when the situation dictates  Show resilience when plans do not work and initiative to try new ways of working.  •Use maps, compasses and digital devices to orientate themselves.  •Remain aware of changing conditions and change plans if necessary.</p>	<p><b>In Years 5 and 6 pupils:</b>  •Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  •Work alone, or with team mates in order to gain points or possession.  •Strike a bowled or volleyed ball with accuracy.  •Use forehand and backhand when playing racket games.  •Field, defend and attack tactically by anticipating the direction of play.  •Choose the most appropriate tactics for a game.  •Uphold the spirit of fair play and respect in all competitive situations.  •Lead others when called upon and act as a good role model within a team.  •Compose creative and imaginative dance sequences.  •Perform expressively and hold a precise and strong body posture.  •Perform and create complex sequences.  •Express an idea in original and imaginative ways.  •Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.  •Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).  •Create complex and well-executed sequences that include a full range of movements including:  <ul style="list-style-type: none"> <li>•travelling</li> <li>•balances</li> <li>•swinging</li> <li>•springing</li> <li>•flight</li> <li>•vaults</li> <li>•inversions</li> <li>•rotations</li> <li>•bending, stretching and twisting</li> <li>•gestures</li> <li>•linking skills.</li> </ul> •Hold shapes that are strong, fluent and expressive.  •Include in a sequence set pieces, choosing the most appropriate linking elements.  •Vary speed, direction, level and body rotation during floor performances.  •Practise and refine the gymnastic techniques used in performances (listed above).  •Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).  •Use equipment to vault and to swing (remaining upright).  •Swim over 100 metres unaided.  •Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.  •Swim fluently with controlled strokes.  •Turn efficiently at the end of a length.  •Combine sprinting with low hurdles over 60 metres.  •Choose the best place for running over a variety of distances.  •Throw accurately and refine performance by analysing technique and body shape.  •Show control in takeoff and landings when jumping.  •Compete with others and keep track of personal best performances, setting targets for improvement.  •Select appropriate equipment for outdoor and adventurous activity.  •Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.  •Embrace both leadership and team roles and gain the commitment and respect of a team.  •Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.  •Remain positive even in the most challenging circumstances, rallying others if need be.  •Use a range of devices in order to orientate themselves.  •Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
--	--	--	---