

Lilliput CE Infant School – Long term coverage plan - PE Progression

‘Our PE curriculum inspires all children to develop knowledge, skills and understanding so that they can engage with increasing competence and confidence in a range of physical activities and future competitive sport. We believe that sport plays an integral part in the holistic development of our children, from developing their understanding of the importance of health and fitness to promoting our values of respect, trust, friendship and responsibility towards themselves and others. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We aim to create a physical culture that all our children can transfer their skills and knowledge whether it is in PE lessons, extra-curricular activities in school or physical activity and sport outside of the school context – succeed and excel the Lilliput way’.

	Nursery	Reception	1	2	3
Physical Education – EYFS and National Curriculum					
<i>By the end of each Key Stage, children are expected to:</i>	EYFS		KS1		KS2
	Early Learning Goals <u>Personal, Social and Emotional Development ELG</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		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		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, rounder's 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

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	-Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. <u>Physical Development ELG</u> Gross Motor: - 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 Fine Motor: -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing.		• compare their performances with previous ones and demonstrate improvement to achieve their personal best <u>Swimming and water safety</u> In particular, pupils should be taught: • 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
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	Nursery	Reception	1	2	3
Theme: Body Management through Gymnastics and Yoga					
Curriculum Objectives	Physical Development <u>Gross Motor Skills (ELG)</u> - 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		Master basic movements as well as developing balance, agility and coordination		Develop flexibility, strength, technique, control and balance
Progression Journey (Subject Knowledge)	develop balance using scooters, bikes and trikes climb stairs or apparatus using alternate feet	Create shapes showing a basic level of stillness using different parts of their bodies Begin to take weight on different body parts Show shapes and actions that stretch their bodies Copy and link simple actions together	Perform balances making their body tense, stretched and curled Take body weight on hands for short periods of time Demonstrate poses and movements that challenge their flexibility Remember, repeat and link simple actions together	Perform balances on different body parts with some control and balance Take body weight on different body parts, with and without apparatus Show increased awareness of extension and flexibility in actions Copy, remember, repeat and plan linking simple actions with some control and technique	Complete balances with increasing stability, control and technique Demonstrate some strength and control when taking weight on different body parts for longer periods of time Demonstrate increased flexibility and extension in their actions Choose actions that flow well into one another both on and off apparatus
Gymnastics Skills <i>(Procedural Knowledge – 'know how')</i>		Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling.	Shapes: explore basic shapes straight, tuck, straddle, pike, star. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions.	Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into	Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll.

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		Jumps: explore jumping safely.	Jumps: explore shape jumps including jumping off low apparatus.	sequence work. Jumps: explore shape jumps and take off combinations.	Jumps: develop stepping into shape jumps with control.
Gymnastics Knowledge (Declarative Knowledge – 'know what')		Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly	Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow..	Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting control.
Yoga Skills (Procedural Knowledge – 'know how')		Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Mindfulness: explore my own	Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Mindfulness: recognise my own	Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Mindfulness: explore	Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breath. Strength: explore arm balances with some control. Mindfulness: develop my ability

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		feelings in response to an activity or task	feelings in response to a task or activity	controlling my focus and sense of calm	to stay still and keep my focus.
Yoga Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Balance: know that it is easier to balance using more parts of my body than fewer parts. Flexibility: know that I can make my body longer by reaching out with my arms and legs. Strength: understand that I can hold my weight on different parts of my body. Mindfulness: understand how movement makes me feel	Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Mindfulness: understand that yoga can make me feel happy.	Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Mindfulness: understand that I can use yoga to make me feel calm.	Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out I can stretch a little bit further. Strength: understand that I need to use different muscles for different poses. Mindfulness: know that I can use my breath to focus.
Must haves (In bold) Pupils should be able to/skills <i>‘Know it, show it’</i>	develop balance using scooters, bikes and trikes climb stairs or apparatus using alternate feet	-Copy simple movements -Make basic shapes with their body -Explore rocking and rolling. -Know what a balance, shape, roll and jump is -Know how to jump with 2 feet and land safely -Jump off an object landing with 2 feet and knees bent -Move and stop safely -Identify and find personal space -Balance on one leg for a short time (3 seconds)	-Copy a sequence of movements: balance, travelling action, jump and a roll -Balance on one leg for a short time (5 seconds+) -Hold a balance that uses a large body part -Be able to hold a balance on alternate legs for 3 seconds -Stand and sit using the 5 different body shapes: tuck, straddle, straight, star, pike -Make wide and thin shapes when jumping (star, pencil) -Show control of body tension through relaxing, curling and stretching -Demonstrate a variety of rolls: barrel roll, straight and begin forward roll progressions	-Perform a sequence of movements: balance, travelling action, jump and a roll at different heights and speeds -Teach sequence to a partner and perform together -Using the 5 different body shapes: tuck, straddle, straight, star, pike = Balance in these shapes on large body parts: back, front, side, bottom -Make a shape in the air when jumping and landing (e.g. star shape) -Use a jump to turn ½ or ¼ -Demonstrate a variety of rolls: barrel, straight and forward roll and put into sequence work.	-Perform a gymnastic sequence with clear changes of speed, 3 different balances with 3 different ways of travelling (including different heights) -Work with a partner to create a sequence -Create sequences that travel along different pathways -Vary speed and height of travel in sequences -Explore and develop use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) -Explore balancing on combinations of 1/2/3/4 ‘points’ -Balance on floor and apparatus exploring which body parts are the safest to use.

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			-Explore poses and movements that challenge their flexibility -Recognising their own feelings in response to a task or activity	-Demonstrate increased control in performing poses -Show increased awareness of extension in poses -Explore controlling their focus and sense of calm	-Explore leaping forward in stag jump, taking off from one foot and landing on the other -Roll off and along apparatus or in time with a partner. -Perform a full and controlled forward roll -Explore arm balances with some control -Explore poses and movement in relation to their breath
Vocabulary		Move, copy, over, shape, space, rock, around, safely, sideways, travel, forward, backwards, stretch, roll	Action, jump, rolling, level, direction, speed, point, balance, tension straight, tuck, straddle, pike, star Additional words in yoga Still, feel, breathing, copy, listen, slowly	Sequence, link, pathway, straight, tuck, straddle, pike, star, speed Additional words in yoga Focus, position, flow, pose, create, choose	Flow, create, explore, control, contrasting Additional words in yoga Strength, try, link, perform, technique, flexibility,

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	Nursery	Reception	1	2	3
Theme: Dance					
Curriculum Objectives	Physical Development <u>Gross Motor Skills (ELG)</u> - 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		perform dances using simple movement patterns		perform dances using a range of movement patterns
Progression Journey (Subject Knowledge)	Hold a pose in a dance game Remember sequences and patterns of movements related to music and rhythm	Copy basic body actions and rhythms Choose and use travelling actions, shapes and balances Travel in different pathways using the space around them Begin to use dynamics and expression with guidance Begin to count to music	Copy, remember and repeat actions Choose actions for an idea Use changes of direction, speed and levels with guidance Show some sense of dynamic and expressive qualities Begin to use counts	Copy, remember and repeat a series of actions Select from a wider range of actions in relation to a stimulus Use pathways, levels, shapes, directions, speeds and timing with guidance Use mirroring and unison when completing actions with a partner Show a character through actions, dynamics and expression Use counts with help to stay in time with the music	Copy remember and perform a dance phrase Create short dance phrases that communicate an idea Use canon, unison and formation to represent an idea Match dynamic and expressive qualities to a range of ideas Use counts to keep in time with a partner and group

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Dance Skills <i>(Procedural Knowledge – 'know how')</i>		Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Relationships: begin to explore actions and pathways with a partner. Performance: perform short phrases of movement in front of others.	Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.	Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.	Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing
Dance Knowledge <i>(Declarative Knowledge – 'know what')</i>		Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that when watching others I sit quietly and clap at the end.	Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of	Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps	Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as

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		Strategy: know that if I use lots of space, it helps to make my dance look interesting.	the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly	to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.	canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete
Must haves (In bold) Pupils should be able to/skills <i>‘Know it, show it’</i>		-Copy basic body actions and rhythms -Choose and use travelling actions, shapes and balances -Travel in different pathways using the space around them. -Perform short phases of movement in front of others -That in order to be safe, you need to have some distance between yourself and others -Express feelings, actions and ideas in response to music with guidance	- Copy, remember and repeat actions - Choose actions for an idea - Use changes of directions, speeds and levels with guidance -Show some sense of dynamic and expressive qualities -Begin to use counts -Understand that when dancing with a partner it is important to be aware of each other and keep in time. -Perform on my own and with others to an audience.	-Copy, remember and repeat a series of actions -Select from a wider range of actions/poses in relation to a stimulus -Use pathways, levels, shapes, directions, speeds and timing with guidance -Use counts with help to stay in time with the music -Know that using counts of 8 will help me to stay in time with my partner and the music. -Show a character and idea through dynamics, actions and expression chosen -Develop the use of facial expressions in my performance by myself or with others to an audience	-Copy, remember and perform a dance phrase -Creates short dance phrases that communicate an idea -Use canon unison and formation to represent an idea -Match dynamic and expressive qualities to a range of ideas -Uses counts to keep in time with a partner and group.
Vocabulary		Move, copy, shape, space, safely, around, travel, backwards, forwards, dance, count	Counts, pose, level, fast, slow, balance, sequence, beat, create, perform, balance	Action, pathway, direction, speed, timing routine, phrases, perform	Flow, explore, match, feedback, expression

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	Nursery	Reception	1	2	3
Theme: Fundamental Movement Skills through Fundamentals, Fitness and Athletics					
Curriculum Objectives	Physical Development <u>Gross Motor Skills (ELG)</u> - 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		master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		use running, jumping and throwing in isolation and in combination
Progression Journey (Subject Knowledge)	skip hop jump run stand on one leg use large muscle movements to wave flags and streamers	Run and stop with some control Explore skipping as a travelling action Jump and hop with bent knees Throwing larger balls and beanbags into space Balance whilst stationary and on the move Change direction at a slow pace Explore moving different body parts together	Attempt to run at different speeds showing an awareness of technique Begin to link running and jumping movements with some control Jump, leap and hop and choosing which allows them to jump the furthest Throw towards a target Show some control and balance when travelling at different speeds Begin to show balance and coordination when changing direction Use co-ordination with and without equipment	Show balance and co-ordination when running at different speeds Link running and jumping movements with some control and balance Show hopping and jumping movements with some balance and control Change technique to throw for distance Show control and balance when travelling at different speeds Demonstrates balance and coordination when changing direction Perform actions with increased control when co-	Show balance, coordination and technique when running at different speeds, stopping with control Link running, hopping and jumping actions using different take offs and landing Jump for distance and height with an awareness of technique Throw a variety of objects, changing action for accuracy and distance Demonstrate balance when performing other fundamental skills Show balance when changing direction in combination with other skills

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				ordinating their body with and without equipment	Can co-ordinate their bodies with increased consistency
Fundamental Skills <i>(Procedural Knowledge – ‘know how’)</i>		Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take-off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.	Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take-off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.	Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.	Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.
Fundamental Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance.	Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to	Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help	Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick

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		Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.	land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.	me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope	succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.
Fitness Skills <i>(Procedural Knowledge – 'know how')</i>		Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.	Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.	Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.	Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.

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Fitness Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired.	Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.	Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time.	Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities.
Athletics Skills <i>(Procedural Knowledge – ‘know how’)</i>		Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a space and then a target.	Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy at a target.	Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.	Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.

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Athletics Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.	Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.	Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others	Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land in quick succession, the momentum will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them.
Must have (In bold) Pupils should be able to/skills <i>‘Know it, show it’</i>	skip hop jump run stand on one leg use large muscle movements to wave flags and streamers	-Refine the fundamental movement skills of running, hopping, skipping, jumping -Explore running and stopping. -Explore changing direction safely. -Explore balancing whilst stationary and on the move. -Explore moving different body parts together -Throwing: explore throwing to a space and then a target.	-Develop the fundamental skills of running, jumping and throwing, hopping, skipping -Explore changing direction and dodging when running. Discover how the body moves at different speeds. - Begin to show balance and coordination when changing direction -Use co-ordination with and without equipment - Throwing: explore throwing for distance and accuracy at a target.	-Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination -When running demonstrate balance when changing direction. Clearly show different speeds when running. -Show control and balance when travelling at different speeds and on / over equipment -Perform actions with increased control when co-ordinating their body with and without equipment	Take part in a relay activity, remembering when to run and what to do Jump for distance and height Use different take off and landings when jumping throw a variety of objects, changing action for accuracy and distance

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				- Throwing: develop overarm throwing for distance.	
Vocabulary		Fundamentals: Run, stop, space, jump, balance, skip, throw Fitness: Push, stop, space, jump, balance, safely Athletics: Push, stop, jump, space, forwards, safely, balance, backwards, throw See some vocab in games unit	Fundamentals: Fast, hop, slow, direction, land, safely Fitness: Heart, exercise, lungs, body, mood Athletics: Far, hop, aim, fast, slow, bend, travel, direction, improve See some vocab in games unit	Fundamentals: Dodge, jog, hurdle, speed, steady, sprint, accuracy Fitness: Strong, pace, race, speed, jog, steady, sprint Athletics: Sprint, jog, distance, height, take off, landing, overarm, underarm See some vocab in games unit	Sprint, hurdle, pace, pump, obstacles, lane, position, shuttle relay, baton, javelin under/over arm, control, distance, target, See also vocab in games

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	Nursery	Reception	1	2	3
Theme: Games through Invasion, Target, Net and Wall, Striking and Fielding and Ball Skills					
Curriculum Objectives	Physical Development <u>Gross Motor Skills (ELG)</u> - 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		- master basic movements including throwing and catching - participate in team games, developing simple tactics 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
Progression Journey (Subject Knowledge)		Drop and catch with two hands Move a ball with feet Throw and roll a variety of beanbags and larger balls to space Kick larger balls to space Stop a beanbag or large ball sent to them using hands Attempt to stop a large ball sent to them using feet Hit a ball with hands Run and stop when instructed Move around showing limited awareness of others	Drop and catch a ball after one bounce on the move Move a ball using different parts of the foot Throw and roll towards a target with some varying techniques Kick towards a stationary target Catch a beanbag and a medium-sized ball Attempt to track balls and other equipment sent to them Strike a stationary ball using a racket Run, stop and change direction with some balance and control	Dribble a ball with two hands on the move Dribble a ball with some success, stopping it when required Throw and roll towards a target using varying techniques with some success Show balance when kicking towards a target Catch an object passed to them, with and without a bounce Move to track a ball and stop it using feet with limited success Strike a ball using a racket	Dribble the ball with one hand with some control in game situations Dribble a ball with feet with some control in game situations Use a variety of throwing techniques in game situations Kick towards a partner in game situations Catch a ball passed to them using one and two hands with some success Receive a ball sent to them using different parts of the foot Strike a ball with varying techniques

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		Make simple decisions in response to a situation	Recognise space in relation to others Begin to use simple tactics with guidance	Run, stop and change direction with balance and control Move to space to help score goals or limit others scoring Use simple tactics	Change direction with increasing speed in game situations Use space with some success in game situations Use simple tactics individually and within a team
Invasion Skills Skills can be used in football, hockey, netball, rugby and basketball. <i>(Procedural Knowledge – 'know how')</i>		Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.	Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.	Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.	Sending & receiving :explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.

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Invasion Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly	Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them
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Target Skills Skills can be used in golf and dodgeball. <i>(Procedural Knowledge – ‘know how’)</i>		Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.	Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.	Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency	Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.
Target Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand/foot pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.	Throwing: know to throw slightly ahead of a moving target. Catching (dodgeball): know that beginning in a ready position will help me to react to the ball. Striking: know that using a bigger swing will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them

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Net and Wall Skills Skills can be used in Tennis, Badminton, Volleyball. <i>(Procedural Knowledge – ‘know how’)</i>		Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.	Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.	Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.	Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.
Net and Wall Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task.	Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games.	Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent.	Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.

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		Rules: know that rules help us to stay safe.	Rules: know that rules help us to play fairly.	Rules: know how to score points and follow simple rules.	Rules: know the rules of the game and begin to apply them.
Striking and Fielding Skills Skills can be used in Cricket, Rounders, Baseball. <i>(Procedural Knowledge – ‘know how’)</i>		Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.	Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.	Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique	Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.
Striking and Fielding Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch.	Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me.	Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to	Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball.

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		Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.	Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.
Ball Skills Skills Skills can be used in football, hockey, netball, rugby and basketball. <i>(Procedural Knowledge – ‘know how’)</i>		Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet.	Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet.	Sending: roll, throw and kick a ball to hit a target. Catching: develop catching a range of objects with two hands. Catch with and without a bounce. Tracking: consistently track and collect a ball being sent directly. Dribbling: explore dribbling with hands and feet with increasing control on the move.	Sending: send a ball with accuracy and increasing consistency to a target. Catching: catch a range of objects with increasing consistency. Tracking: track a ball not sent directly. Dribbling: dribble a ball with hands and feet with control.
Ball Skills Knowledge <i>(Declarative Knowledge – ‘know what’)</i>		Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch.	Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball.	Sending: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help to securely catch.	Sending: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Catching: know to move my feet to the ball. Tracking: know that using a ready position will help me to

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		Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control.	Dribbling: know that moving with a ball is called dribbling.	Tracking: know that it is easier to move towards a ball to track it than chase it. Dribbling: know to keep my head up when dribbling to see space/opponents.	react to the ball. Dribbling: know that dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.
Must have (In bold) Pupils should be able to/skills <i>'Know it, show it'</i>		-Drop and catch with two hands -Move a ball with feet -Throw and roll a variety of equipment to space and then a target -Kick larger balls to space -Stop a beanbag or large ball sent to them using hands -Attempt to stop a large ball sent to them using feet -Hit a ball with hands -Explore hitting a ball with hands and pushing with a racket. -Run and stop when instructed -Move around showing limited awareness of others -Make simple decisions in response to a situation	-Drop and catch a ball after one bounce on the move -Move a ball using different parts of the foot -Throw and roll towards a target with some varying techniques -Kick towards a stationary target -Catch a beanbag and a medium-sized ball -Attempt to track balls and other equipment sent to them -Strike a stationary ball using a racket and explore hitting a dropped ball with a racket. -Run, stop and change direction with some balance and control -Recognise space in relation to others -Begin to use simple tactics with guidance	-Dribble a ball with two hands on the move -Dribble a ball with some success, stopping it when required -Throw and roll towards a target using varying techniques with some success -Show balance when kicking towards a target -Catch an object passed to them, with and without a bounce -Move to track a ball and stop it using feet with limited success -Strike a ball using a racket and develop hitting a dropped ball over a net. -Run, stop and change direction with balance and control -Move to space to help score goals or limit others scoring -Use simple tactics	Dribble the ball with one hand with some control in game situations Dribble a ball with feet with some control in game situations Use a variety of throwing techniques in game situations Kick towards a partner in game situations Catch a ball passed to them using one and two hands with some success Receive a ball sent to them using different parts of the foot Strike a ball with varying techniques Change direction with increasing speed in game situations Use space with some success in game situations Use simple tactics individually and within a team

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Vocabulary		Invasion Pass, team, tag, balance, safely, space, backwards, forwards Target Aim, space, team, pass, balance, safely Net and Wall Team, space, catch, throw, safely, bounce, forward, backwards Striking and Fielding Run, pass, team, roll, safely, space, around, forward, backwards Ball Skills Run, stop, throw, roll, team, kick, space, catch	Invasion Defender, points, dribbling, attacker, score, partner Target Points, throw, far, distance, score, partner Net and Wall Ready position, partner, net, underarm, score, points Striking and Fielding Hit, points, target, throw, score, catch Ball Skills Far, aim, safely, direction, balance, send	Invasion Received, send, teammate, chest pass, possession, goal, dodge, bounce pass Target Accurate, send, teammate, against, overarm, release, target, underarm Net and Wall Receive, quickly, trap, defend, return, collect, against Striking and Fielding Fielder, send, teammate, runs, batter, bowler, receiver Ball Skills overarm, collect, target, underarm, dribble, distance	
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	Nursery	Reception	1	2	3
Theme: Outdoor and Adventurous Activities / Team Building (SET) / Forest School / Introduction to PE: Units1/2					
Curriculum Objectives	•		•		• take part in outdoor and adventurous activity challenges both individually and within a team
Outdoor learning opportunities (Led by CG – created by CG and PE lead) Forest School opportunities.		Explore the natural world around them. To understand how to move around the site safely. Describe what they see, hear and feel whilst outside. <i>Modelled during input but child led</i> With support, practise use of rope swing and hammock safely.	To identify hazards and how to use the outdoor space with those in mind. To identify parts of the environment they like using their senses and explain why. <i>Modelled during input but child led</i> To identify a safe place for a rope swing to be set up in a natural environment.	To independently and explain hazards in the natural environment. To describe the affect the environment has on them through their senses. <i>Modelled during but child led</i> To practise setting up a rope swing and hammock safely with support.	To explain the physical affect that physical hazards have on their body To compare others perspectives with their own To independently set up one piece of rope equipment using one specific knot e.g. clove hitch
OAA Progression Journey (Subject Knowledge)		Follow simple instructions Share their ideas with others Explore activities making own decisions in response to a task Make decisions about where to move in space Follow a path	Follow instructions Begin to work with a partner and a small group Understand the rules of the game and suggest ideas to solve simple tasks Copy a simple diagram/map Identify own and others' success	Follow instructions accurately Work co-operatively with a partner and a small group, taking turns and listening to each other Try different ideas to solve a task Follow and create a simple diagram/map	Follow instructions from a peer and give simple instructions Work collaboratively with a partner and a small group, listening to and accepting others' ideas Plan and attempt to apply strategies to solve problems Orientate and follow a diagram/map

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		Begin to identify personal success		Understand when a challenge is solved successfully and begin to suggest simple ways to improve	Reflect on when and why challenges are solved successfully and use others' success to help them to improve
OAA Skills <i>(Procedural Knowledge – 'know how')</i>		Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.	Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.	Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.	Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.
OAA Knowledge <i>(Declarative Knowledge – 'know what')</i>		Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'.	Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop.	Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me.	Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other.

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		Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.	Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.	Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.	Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe.
Vocabulary		Share, team, path, listen, space, travel, follow, safely	Lead, co-operate, teamwork, solve, instructions	Support, successful, map, direction, communicate	Rules, route, trust, navigate, grid
Team Building Social, Emotional, Thinking (SET)					
Social		Take turns Learn to share equipment with others Share their ideas with others	Encourage others to keep trying Talk to a partner about their ideas and take turns to listen to each other Work with a partner and small group to play games and solve challenges	Encourage and motivate others to work to their personal best Work with others to achieve a shared goal Work with others to self-manage games	Take turns Learn to share equipment with others Share their ideas with others
Emotional		Try again if they do not succeed Practise skills independently Confident to try new tasks and challenges	Show determination to continue working over a longer period of time Determined to complete the challenges and tasks set Explore skills independently before asking for help Confident to share ideas, contribute to class discussion and perform in front of others	Persevere when finding a challenge difficult Understand what their best looks like and they work hard to achieve it Begin to use rules showing awareness of fairness and honesty Show an awareness of how other people feel	Try again if they do not succeed Practise skills independently Confident to try new tasks and challenges
		Begin to identify personal success	Make decisions when presented with a simple challenge e.g. move to an open space towards goal	Pupils make quicker decisions when selecting and applying skills	Begin to identify personal success

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Thinking		Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping Begin to provide simple feedback saying what they liked or thought was good about someone else's performance	Begin to select and apply skills to use in a variety of differing situations e.g. choose to use a balance on their bottom on a wider piece of apparatus Provide feedback beginning to use key words from the lesson	to a situation e.g. who to pass to and where to move Select and apply from a wider range of skills and actions in response to a task Provide feedback using key terminology	Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping Begin to provide simple feedback saying what they liked or thought was good about someone else's performance
Introduction to PE: Units1 walk, jog, run skip, hop, direction, slow, fast, travel, move, kick, stop, roll, <u>ELG - Physical Development</u> <u>Gross Motor Skills</u> 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 <u>DM:</u> Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency		In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Physical: Moving safely, running, jumping, throwing, catching, following a path Social: Sharing, leadership Emotional: Perseverance, confidence Thinking: Decision making, selecting and applying actions			

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Develop overall body-strength, balance, co-ordination and agility Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian					
Introduction to PE: Units2 walk, jog, run skip, hop, direction, slow, fast, travel, move, kick, stop, roll, <u>ELG - Physical Development</u> <u>Gross Motor Skills</u> 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 <u>DM:</u> Progress towards a more fluent style of moving, with developing control and grace.		In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. Physical: Moving safely, running, jumping, throwing, catching, rolling Social: Sharing and taking turns, encouraging and supporting others, responsibility Emotional: Honesty and fair play, confidence, perseverance Thinking: Decision making, understanding and using rules			

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Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian					
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Appendix A – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Introduction to PE: Unit 1 PD Baseline Assessment Changing for PE	Introduction to PE: Unit 2	Gymnastics: Unit 1	Gymnastics: Unit 2 Apparatus	Dance: Unit 1	Dance: Unit 2
	Fundamentals: Unit 1 Introduction to outdoor provision for PD	Fundamentals: Unit 2	Ball Skills: Unit 1	Ball Skills: Unit 2	Games: Unit 1	Games: Unit 2 Sports Day Preparation
Year 1	Dance	Yoga	Gymnastics	Target Games	Fitness	Team Building
	Fundamentals	Ball Skills	Striking and Fielding	Invasion	Net and Wall	Athletics
Year 2	Dance	Gymnastics	Yoga	Target Games	Fitness	Team Building
	Fundamentals	Ball Skills	Striking and Fielding	Invasion	Net and Wall	Athletics

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Appendix B – Year Group Unit Overviews

Unit	EYFS Overview	Key Skills	
Introduction to PE: Unit 1	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping	Physical	Moving safely, running, jumping, throwing, catching, following a path
		Social	Sharing, leadership
		Emotional	Perseverance, confidence
		Thinking	Decision making, selecting and applying actions
Introduction to PE: Unit 2	In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.	Physical	Moving safely, running, jumping, throwing, catching, rolling
		Social	Sharing and taking turns, encouraging and supporting others, responsibility
		Emotional	Honesty and fair play, confidence, perseverance
		Thinking	Decision making, understanding and using rules
Fundamentals: Unit 1	In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner	Physical	Balancing, running, jumping, changing direction, hopping, travelling
		Social	Working safely, responsibility, helping others
		Emotional	Honesty, challenging myself, determination
		Thinking	Decision making, selecting and applying actions, using tactics
Fundamentals: Unit 2	In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	Physical	Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running
		Social	Working safely, responsibility, working with others
		Emotional	Managing emotions, challenging myself
		Thinking	Selecting and applying actions
Dance: Unit 1	In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Physical	Travelling, copying and performing actions, co-ordination
		Social	Respect, co-operating with others
		Emotional	Working independently, determination
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Dance: Unit 2	In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	Physical	Travelling, copying and performing actions, co-ordination
		Social	Respect, co-operating with others
		Emotional	Working independently, confidence
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Gymnastics: Unit 1	In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Physical	Shapes, balances, jumps, rocking, rolling, travelling
		Social	Taking turns, co-operation, communication
		Emotional	Confidence, determination
		Thinking	Selecting and applying skills, creating sequences

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Gymnastics: Unit 2	In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll
		Social	Leadership, taking turns, helping others
		Emotional	Determination
		Thinking	Selecting and applying skills, creating sequences
Ball Skills: Unit 1	In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner	Physical	Rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, supporting others, sharing and taking turns
		Emotional	Honesty, perseverance
		Thinking	Using tactics, decision making
Ball Skills: Unit 2	In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Physical	Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball
		Social	Co-operation, sharing and taking turns
		Emotional	Determination
		Thinking	Using tactics, decision making
Games: Unit 1	In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	Physical	Running, balancing, changing direction, striking a ball, throwing
		Social	Communication, co-operation, taking turns, supporting and encouraging others
		Emotional	Honesty and fair play, managing emotions
		Thinking	Using tactics, decision making
Games: Unit 2	In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Physical	Running, changing direction, striking a ball
		Social	Communication, co-operation, taking turns, respect, supporting and encouraging others
		Emotional	Honesty, managing emotions, perseverance
		Thinking	Using tactics

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Unit	YEAR 1 Overview	Key Skills	
Fundamentals	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, working safely, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Identifying strengths, listening and following instructions
Gymnastics	In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Physical	Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions
		Social	Sharing, working safely
		Emotional	Confidence
		Thinking	Observing and providing feedback, selecting and applying actions
Dance	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Physical	Travel, copying and performing actions, using shape, balance, coordination
		Social	Co-operation, communication, coming to decisions with a partner, respect
		Emotional	Confidence, acceptance
		Thinking	Counting, observing and providing feedback, selecting and applying actions
Ball Skills	In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling, tracking
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions, comprehension
Invasion	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to selfmanage their own games, showing respect and kindness towards their teammates and opponent.	Physical	Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Co-operation, communication, supporting and encouraging others
		Emotional	Honesty and fair play, managing emotions
		Thinking	Connecting information, decision making, recalling information
Sending and Receiving	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Perseverance, honesty, being happy to succeed
		Thinking	Transferring skills
Net and Wall	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and	Physical	Throwing, catching, hitting a ball, tracking a ball
		Social	Respect, communication
		Emotional	Honesty and fair play, determination

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	simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Thinking	Decision making, using simple tactics, recalling information, comprehension
Fitness	In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	Physical	Running, co-ordination, stamina, strength, agility, balance
		Social	Co-operation, support, responsibility
		Emotional	Kindness, perseverance, honesty, independence
		Thinking	Comprehension, creativity, problem solving, reflection
Target Games	In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Physical	Underarm throwing, overarm throwing, aim, hand eye co-ordination
		Social	Communication, supporting and encouraging others, leadership
		Emotional	Perseverance, honesty, fair play
		Thinking	Using tactics, selecting and applying skills, decision making
Team Building	In this unit pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	Physical	Balancing, travelling actions
		Social	Communication, sharing ideas, inclusion, encouraging and supporting others
		Emotional	Confidence, trust, honesty
		Thinking	Decision making, using tactics, providing instructions, planning, problem solving
Athletics	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing	Physical	Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance
	skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	Social	Working safely, collaborating with others
		Emotional	Working independently, honesty and playing to the rules, determination
		Thinking	Exploring ideas
Striking and Fielding	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.	Physical	Throwing, catching, retrieving a ball, tracking a ball, striking a ball
		Social	Communication, supporting and encouraging others, consideration of others
		Emotional	Perseverance, honesty and fair play
		Thinking	Using tactics, selecting and applying skills, decision making

Unit	YEAR 2 Overview	Key Skills	
Fundamentals	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.	Physical	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping
		Social	Taking turns, supporting and encouraging others, respect, communication
		Emotional	Challenging myself, perseverance, honesty
		Thinking	Selecting and applying, identifying strengths
Gymnastics	In this unit pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.	Physical	Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll
		Social	Sharing, working safely
		Emotional	Confidence, independence
		Thinking	Observing and providing feedback, selecting and applying actions
Dance	Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	Physical	Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination
		Social	Respect, consideration, sharing ideas, decision making with others
		Emotional	Acceptance, confidence
		Thinking	Selecting and applying actions, counting, observing and providing feedback, creating
Ball Skills	In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	Physical	Rolling, kicking, throwing, catching, bouncing, dribbling
		Social	Co-operation, communication, leadership, supporting others
		Emotional	Honesty, perseverance, challenging myself
		Thinking	Using tactics, exploring actions
Invasion	Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.	Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space
		Social	Communication, respect, co-operation, kindness
		Emotional	Empathy, integrity, independence, determination, perseverance
		Thinking	Creativity, reflection, decision making, comprehension
Sending and Receiving	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Physical	Rolling, kicking, throwing, catching, tracking
		Social	Co-operation, communication, keeping others safe
		Emotional	Perseverance, challenging myself
		Thinking	Identifying how to improve, transferring skills
Net and Wall	Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates.	Physical	Throwing, catching, racket skills, ready position, hitting a ball
		Social	Support, co-operation, respect, communication
		Emotional	Perseverance, honesty
		Thinking	Decision making, reflection, comprehension, selecting and applying
Fitness	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.	Physical	Agility, balance, co-ordination, speed, stamina, skipping
		Social	Taking turns, encouraging and supporting others
		Emotional	Determination, perseverance, challenging myself
		Thinking	Identifying strengths and areas for improvement, observing and providing feedback

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Target Games	Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to selfmanage their own games selecting and applying the skills they have learnt appropriate to the situation.	Physical	Throwing, rolling, kicking, striking
		Social	Honesty, perseverance, independence, manage emotions
		Emotional	Communication, collaboration, kindness, support
		Thinking	Select and apply, using tactics, decision making, provide feedback, problem solving
Team Building	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Physical	Travelling actions, jumping, balancing
		Social	Communication, leading, inclusion
		Emotional	Trust, honesty and fair play, acceptance
		Thinking	Planning, decision making, problem solving
Athletics	In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	Physical	Running at different speeds, jumping for distance, throwing for distance
		Social	Working safely, collaborating with others
		Emotional	Working independently
		Thinking	Observing and providing feedback, exploring ideas determination
Striking and Fielding	In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.	Physical	Throwing and catching, tracking a ball, bowling, batting
		Social	Communication, collaboration
		Emotional	Honesty, acceptance, controlling emotions
		Thinking	Select and apply, using tactics, decision making

Appendix C – Gym Guidance Cards

Shapes



- Arms in line with shoulders
- Hands extended



- Arms in line with shoulders
- Legs together
- Toes pointed



- Legs together
- Arms and legs straight and lifted off the ground



- Legs together
- Arms and legs straight and lifted off the ground

Get Set 4 PE

Shapes



Tuck

- Knees together
- Back straight
- Roll shoulders down away from ears



Front Support

- Shoulders over hands
- Head looks straight down
- Body stays in a straight line



Straddle

- Arms and legs extended
- Arms stay shoulder height in line with legs



Back Support

- Hips lifted
- Hands face feet
- Toes aim to touch the ground

Barrel roll

Teaching points

- Start on your shins, with your hands and elbows flat on the floor.
- Chest to thighs, in a tucked position.
- Remain in a tucked position throughout the roll.

Supporting the roll

Does not require support. Keep your bottom on your heels throughout the roll.



Straight roll

Teaching points

- Start in a dish shape, lying on your back with your arms above your head and legs straight and together.
- Roll onto your stomach into an arch shape, so that there is a slight bend in the back with arms and legs still straight.

Supporting the roll

Support by holding the ankles and helping to rotate.



Forward roll



Teaching points

- Start in a straight position.
- Move to a tuck position, knees together, feet on the floor, hands flat on the floor either side of your knees (not inside knees as this will prevent you getting enough momentum to roll).
- Tuck your chin to your chest and lift your hips and bottom high.
- Shoulder blades should touch the floor first.
- Aim to finish standing up.

Supporting the roll

- Support by kneeling to the side.
- Place one hand on the back of the head and ensure the chin is close to the chest.
- With the other hand, place just above the knee at the back of the leg, gently lift the back of the legs.



Backward roll

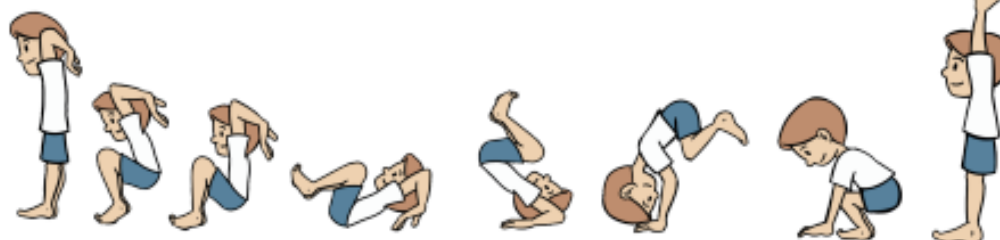


Teaching points

- Start in a straight position then crouch to a tuck position on toes.
- Imagine you are carrying two pizzas on shoulders.
- Rock back so that hands go flat on the floor.
- Extend elbows, so that you roll over backwards.
- Tuck chin to chest and stay in the tuck position.

Supporting the roll

- Support by kneeling to the side.
- One hand is placed behind knees to help with backwards rotation.
- Other hand is placed on stomach, helping to lift body weight.



Straddle roll



Teaching points

- Start in a straddle position with your hands resting on your shins. Remain in this position throughout the roll. Body tension is important.
- Roll onto your side first, touching one shoulder to the floor, followed by the top of your back and then the other shoulder before sitting back up.
- Aim to turn 180° in one roll.



Supporting the roll

Either:

- Kneel behind and place your hands on their shoulders.
- Rock them onto one side of their body
- Then rock them onto their back.
- Finally, rock them onto their other side and ask them to sit up.

Or:

- Kneel in front.
- Place one hand underneath one of their feet and the other hand on top of their other foot.
- With the hand that is placed underneath the foot, lift it up in the air. The hand that is holding the other foot down, will allow them to rock onto their side first.