

**Castle Primary's PE Curriculum
Long-Term Plan & Skills Progression**

	Year 1/2	Year 3/4	Year 5/6
Skills	<p>1. Games</p> <ul style="list-style-type: none"> a. Recognise and describe how the body feels during and after different physical activities b. Use rolling skills in a game c. Practice accurate throwing both over and underarm and consistent catching d. Travel with a ball in different ways and directions with control and fluency e. Use different ways of travelling in different directions or pathways f. Run at different speeds g. Begin to use space in a game and develop avoidance skills, knowing where their body is within the space h. Use simple defensive skills such as defending a space and use simple attacking skills such as dodging i. Follow simple rules to play games, including team games j. Engage in competitive activities and team games k. Begin to say how they could improve l. Know how to make up a simple game by modifying one previously played m. Know how to safely use a range of basic equipment <p>2. Gymnastics</p> <ul style="list-style-type: none"> a. Carry and place equipment safely b. Create and perform a movement sequence with 2 linked actions c. Copy actions and movement sequences with a beginning, middle and end d. Carry out simple stretches e. Move in a gymnastic walk, rebound jumping, controlled hopping and skipping f. Perform using a range of actions and body parts with some coordination g. Begin to perform learnt skills with some control <p>3. Dance</p> <ul style="list-style-type: none"> a. perform dances using simple movement patterns b. put a sequence of actions together to create a motif c. vary the speed and level of their actions d. use simple techniques such as union, canon and mirroring e. perform using a range of actions and body parts with some coordination and control f. watch and describe the difference in performances <p>4. Athletics</p> <ul style="list-style-type: none"> a. Show good posture and balance b. Jog and sprint in a straight line c. Vary the speed and direction in which they are travelling d. Perform different types of jumps including 2 to 2 feet, 2 to 1 foot, 1 foot to same foot or 1 foot to opposite foot e. Jump as high or far as possible f. Throw underarm and overarm towards a target with increasing accuracy. g. Engage in competitive activities and team games h. Begin to say how they could improve 	<p>1. Games</p> <ul style="list-style-type: none"> a. Use running, jumping, throwing and catching in isolation and in combination; b. Apply basic principles suitable for attacking and defending such as marking a player in a game c. Recognize and describe the effects of exercise on the body and know some reasons for warming up and cooling down d. Develop a range of skills in striking (and fielding where appropriate), using hand-eye co-ordination to strike a moving and stationary ball e. Practise the correct technique for catching a ball with increasing control and accuracy and use it in a game f. Throw a ball in different ways (e.g. high, low, fast or slow) and pass the ball with increasing speed, accuracy and success in a game situation g. Compete against self and others in a controlled manner h. Watch, describe and evaluate the effectiveness of a performance <p>2. Gymnastics</p> <ul style="list-style-type: none"> a. Know the importance of strength and flexibility for physical activity b. Choose ideas to compose a movement sequence independently and with others c. Link combinations of actions with increasing confidence, including change of direction, speed or level d. Develop the quality of their actions, shapes and balances e. Perform with control and confidence <p>3. Dance</p> <ul style="list-style-type: none"> a. perform dances using a range of movement patterns; b. Identify and repeat the movement patterns and actions of a chosen dance style c. Demonstrate some rhythmical and spatial awareness d. Change parts of a dance as a result of self-evaluation, using simple dance vocabulary when comparing and improving work <p>4. Athletics</p> <ul style="list-style-type: none"> a. focus on their arm and leg action to improve their sprinting technique b. understand the importance of adjusting running pace to suit the distance being run c. use one and two feet to take off and land with control d. throw with greater control and accuracy in underarm and overarm throwing e. continue to develop techniques to throw for distance f. compete against self and others in a controlled manner g. modify their use of skills or techniques to achieve a better result <p>5. Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> a. Orientate themselves with increasing confidence and accuracy around a short trail b. Communicate clearly with other people in a team c. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each d. Make an informed decision on the best equipment to use for an activity e. Plan and organise a trail that others can follow f. Begin to offer an evaluation of personal performances and activities g. Follow instructions to successfully load and shoot a bow and arrow 	<p>1. Games</p> <ul style="list-style-type: none"> a. Recognize and describe the effects of exercise on the body and explain some safety principles when preparing for and during exercise b. Consolidate different ways of throwing and catching, and know when each is appropriate in a game c. Use ball skills in various ways, beginning to link together. Use a variety of ways to dribble in a game with success and pass a ball with speed and accuracy using appropriate techniques in a game situation d. Demonstrate an increasing awareness of space and apply knowledge of skills for attacking and defending e. Consistently perform and apply skills and techniques with accuracy and control and take part in competitive games with a strong understanding of tactics and composition f. Explain why they have used particular skills or techniques, and the effect they have had on their performance <p>2. Gymnastics</p> <ul style="list-style-type: none"> a. Consistently perform and apply skills and techniques with accuracy and control. b. Compare their performances with previous ones and demonstrate improvement to achieve their personal best and adapt their sequences to fit new criteria or suggestions c. Explain some safety principles when preparing for and during exercise d. Select ideas to compose specific sequence of movements, shapes and balances performed with fluency and control <p>3. Dance</p> <ul style="list-style-type: none"> a. Develop flexibility, strength, technique, control and balance, comparing their performances with previous ones and demonstrate improvement to achieve their personal best. b. Show a change of pace and timing in their movement and ensure their actions fit the rhythm of the music c. Perform with confidence, using a range of movement patterns d. Compose more complex and imaginative routines with clear sections, starting to use unison, canon, repetition and changing the dynamics, space and relationships. e. use more complex dance vocabulary to compare and improve work <p>4. Athletics</p> <ul style="list-style-type: none"> a. use running, jumping, throwing and catching in isolation and in combination; b. Continue to practise and refine their technique for sprinting, focussing on and effective sprint start c. Identify and demonstrate stamina, explaining its importance for runners d. Investigate different jumping techniques e. Develop and refine techniques to throw for accuracy f. Take part in competitive games with a strong understanding of tactics and composition g. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvement <p>5. Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> a. To take part in outdoor and adventurous activities both individually and in a team b. Begin to use navigation equipment to orientate around a trail c. Orientate themselves with confidence and accuracy around an orienteering course when under pressure d. Use clear communication to effectively complete a particular role in a team e. Create a simple plan of an activity for others to follow f. Improve a trail to increase the challenge of the course g. Coach their peers in improving accuracy of shot in archery

Term 1	Playground games	Invasion Games	Invasion Games
	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 2a, 4h	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 4g	Skills: 1a, 1b, 1c, 1d, 1e, 1f
	Knowledge: <ul style="list-style-type: none"> Understand the purpose of rules in simple games, such as to keep it fair and make sure everyone enjoys themselves Play a range of playground games- treasure chest, what's the time Mr wolf, catch and piggy in the middle, domes and dishes, farmer, farmer, Grandmother's footsteps, duck, duck, goose, Queenio, Queenio and others of the staff and pupils choosing. 	Knowledge: <ul style="list-style-type: none"> Play short 3 or 4 a side games knowing their role within the team: <ul style="list-style-type: none"> Football Benchball Handball 	Knowledge: <ul style="list-style-type: none"> Organise their own team and know their strengths and best positions within: <ul style="list-style-type: none"> Netball Hockey Tag rugby
	Dance	Dance	Dance
	Skills: 3a, 3b, 3c, 3d, 3e, 3f	Skills: 2a, 3a, 3b, 3c, 3d	Skills: 2a, 3a, 3b, 3c, 3d, 3e
Knowledge: <ul style="list-style-type: none"> Compose own short dance motifs with a range of actions depicting the movement of a range of toys 	Knowledge: <ul style="list-style-type: none"> Improvise freely on their own and with a partner, translating ideas from a stimulus of light, mirrors and shadows to movements relating to this. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group, with between 8-20steps clearly linked to the stimulus. 	Knowledge: <ul style="list-style-type: none"> Explore and experiment imaginatively with a stimulus of electricity for a given audience. Can remember and perform a dance routine to any audience with 20+ steps. 	
Term 2	Gymnastics	Gymnastics	Gymnastics
	Skills: 2a, 2b, 2c, 2d, 2e, 2f, 2g, 4a	Skills: 2a, 2b, 2c, 2d, 2e, 4g	Skills: 2a, 2b, 2c, 2d, 4g
	Knowledge: <ul style="list-style-type: none"> Recognize and copy contrasting actions (small/tall, narrow/wide) Travel in different ways, changing direction and speed Hold still shapes and simple balances including pike, tuck, wide (straddle) and straight shapes Carry out simple stretches Carry out a range of simple jumps, landing safely including straight, tuck and star. Move around, under, over and through different objects and equipment with control and care Perform a controlled log, egg and teddy bear roll Hold a front support and perform a bunny hop 	Knowledge: <ul style="list-style-type: none"> Move with coordination control and care including travelling in a gymnastic walk, hop, skip, side step and camel walk Use a range of jumps in their sequences such as straight, tuck, star, straddle, half turn Create interesting body shapes while holding balances with control and confidence such as large and small body part balance on the floor and apparatus. Perform matching and contrasting partner balances along with pike, tuck, star, straight and straddle shapes, front and back support. Perform a range of rolls 	Knowledge: <ul style="list-style-type: none"> Perform more complex combinations of contrasting actions individually Work in a pair to perform a sequence showing contrasting shapes, speed, level and directions select ideas to compose specific sequence of movements, shapes and balances performed with fluency and control confidently develop the placement of their body parts in balances, recognizing the position of their centre of gravity and where is should be in relation to the base of the balance apply skills and techniques consistently such as travelling in gymnastic walk, hop, rebound jump, skip, side step, camel walk and pivot with clear form perform a range of jumps including straight, tuck, star, straddle, pike and half or full turns. 1,2,3 and 4 point balances both on and off apparatus in a range of shapes both alone and with a partner.
	Team Games	Net and Wall games	Net and Wall games
	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 2g, 3f	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 4g	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 4g
Knowledge: <ul style="list-style-type: none"> Throw a ball using an under or overarm throw with direction and purpose Receive a ball with hands or feet consistently Kick a ball to a partner Play a range of basic throwing and catching games and 5 a side football. 	Knowledge: <ul style="list-style-type: none"> Use a racket to send and receive a ball (tennis) 	Knowledge: <ul style="list-style-type: none"> Apply tactics and partner work to a racket game (tennis) 	
Term 3	Games	Striking and fielding games	Striking and fielding games
	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1j, 1k, 1l, 1m, 2g, 3f	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 2a, 4g	Skills: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 4g
	Knowledge: <ul style="list-style-type: none"> Develop skills in a range of running games such as freeze tag, tails and treasure chest Use their teamwork and communication skills to create their own throwing and catching game Explore a range of equipment for sending balls, such as tennis rackets, cricket and rounders bats and hockey sticks. 	Knowledge: <ul style="list-style-type: none"> Lead and participate in a range of simple games designed by their peers. Develop the range of their skills in rounders 	Knowledge: <ul style="list-style-type: none"> Consolidate the range and consistency of their skills, especially in rounders E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances
		Outdoor and Adventurous Activities	Outdoor and Adventurous Activities
		Skills: 5a, 5b, 5c, 5d, 5e, 5f, 5g	Skills: 5a, 5b, 5c, 5d, 5e, 5f, 5g
	Knowledge: <ul style="list-style-type: none"> Follow simple routes and trails to solve simple challenges through orienteering Begin to apply their understanding of the bow to improve their stance and aim in archery 	Knowledge: <ul style="list-style-type: none"> Read a map and plan a route accurately recognising features and symbols in orienteering Use physical and teamwork skills well in a variety of problem solving challenges Coach their peers in archery through understanding of the correct stance and aiming processes Consistently apply feedback to improve their shooting stance and scoring in archery 	
	Athletics/ Multi-skills	Athletics	Athletics
	Skills: 2a, 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h	Skills: 2a, 4a, 4b, 4c, 4d, 4e, 4f, 4g	Skills: 2a, 4a, 4b, 4c, 4d, 4e, 4f, 4g
	Knowledge: <ul style="list-style-type: none"> Develop skills in speed, direction and control Begin to throw in an appropriate way for the activity Discuss how different events help them to keep fit and healthy Participate in sports day 	Knowledge: <ul style="list-style-type: none"> Describe what happens to their heart, breathing and temperature during different types of athletic activity. Find their personal best score for a 50m sprint, jump for height and distance, hurdles over 40m, overarm throw, chest push and 400m run and know how to develop these further. Participate in Sports day 	Knowledge: <ul style="list-style-type: none"> Improve on their previous personal best score for a 50m sprint lengthening to a 75m, jump for height and distance, hurdles extending to 60m, overarm throw, chest push and 400m run extending to 600m and support others to develop these further. Participate in Sports day